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AN ACADEMIC PROGRAM FOR AN AMERICAN MILITARY SCHOOL

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Master of Education

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by

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CHAPTER I

THE PROBLEM AND METHODS OF SOLVING IT

The Problem

The problem faced in this paper is that of determining how an American military school, namely, The Bolles School of Jacksonville, Florida, may best improve its academic program.

Methods of Solving the Problem

Description of The Bolles School.-- In solving the problem of this paper the author has first made an analysis of The Bolles School and its academic program as they now exist. This analysis is presented in this chapter.

Analysis of Other Military Schools.-- As his next step the author has made an analysis of the nature of the modern American military school. This analysis has been based on data obtained from forty-one of the forty-five member schools of the Association of Military Colleges and Schools of the United States. These data have been presented in tabular form in the body of Chapter II.

In obtaining these data concerning the general nature of the schools, requests were sent to the member schools of the Association of Military Colleges and Schools of the United States for copies of their catalogs and any other descriptive materials which they publish concerning their schools. Originally the author had felt that it would be necessary to supple-

ment this source of information with some form of questionnaire. However, this proved not to be the case for the catalogs and other descriptive materials furnished by the schools provided the author with all the data he required.

Analysis of the Literature in the Field.-- The final method used in solving the problem of this paper was an analysis of the existing literature descriptive of the modern American military schools. The literature in this field is very sparse and in research by the author in the library of the Boston University School of Education, the Boston Public Library, the Educational Index from 1928 to date, and the Cumulative Book Index from 1918 to date, no applicable books were discovered and only the following magazine articles were found.

Patton, L. T., "Military Education in the United States", Journal of Higher Education, 8:425-34, November, 1937.

Rutledge, A. H., "Miniature West Points", Outlook and Independent, 156:212-13, August, 1930.

Tucker, E. W., "Military Schools Train Boys for Leadership", Nation's Schools, 31:42-3, May, 1943.

FIGURE 1

MAIN BUILDING OF THE BOLLES SCHOOL

Description of The Bolles School

The Bolles School is a college preparatory, non-denominational military and naval school located near Jacksonville, Florida, on the St. John's River. It is accredited by the Southern Association of Schools and Colleges. It was founded in 1933 and is a non-profit organization whose policies are directed and controlled by a self perpetuating board of thirteen trustees. Its student body comprises three hundred students in grades six through twelve. In the following pages are presented, in topical arrangement,a description of the school and its program as they exist to-day.

Organization

The organization of the school may perhaps best be explained by means of the organization chart on page five.
While most of this chart is self explanatory, there are a few matters concerning it that may call for explanation. The executive committee consists of the chairman and vice chairman of the board of trustees and the superintendent of the school, who is appointed by the board of trustees. The principal is in charge of the academic program, which is the major concern of this paper, and which includes administration and supervision of academic instruction and guidance. The assistant principal is responsible for guidance, visual education, and academic instruction in the lower school, which comprises the sixth and seventh grades. The commandant is responsible for the discipline and general welfare of the students and for their military and

Organization Chart of the Administration, Faculty, and Staff of the Bolles School

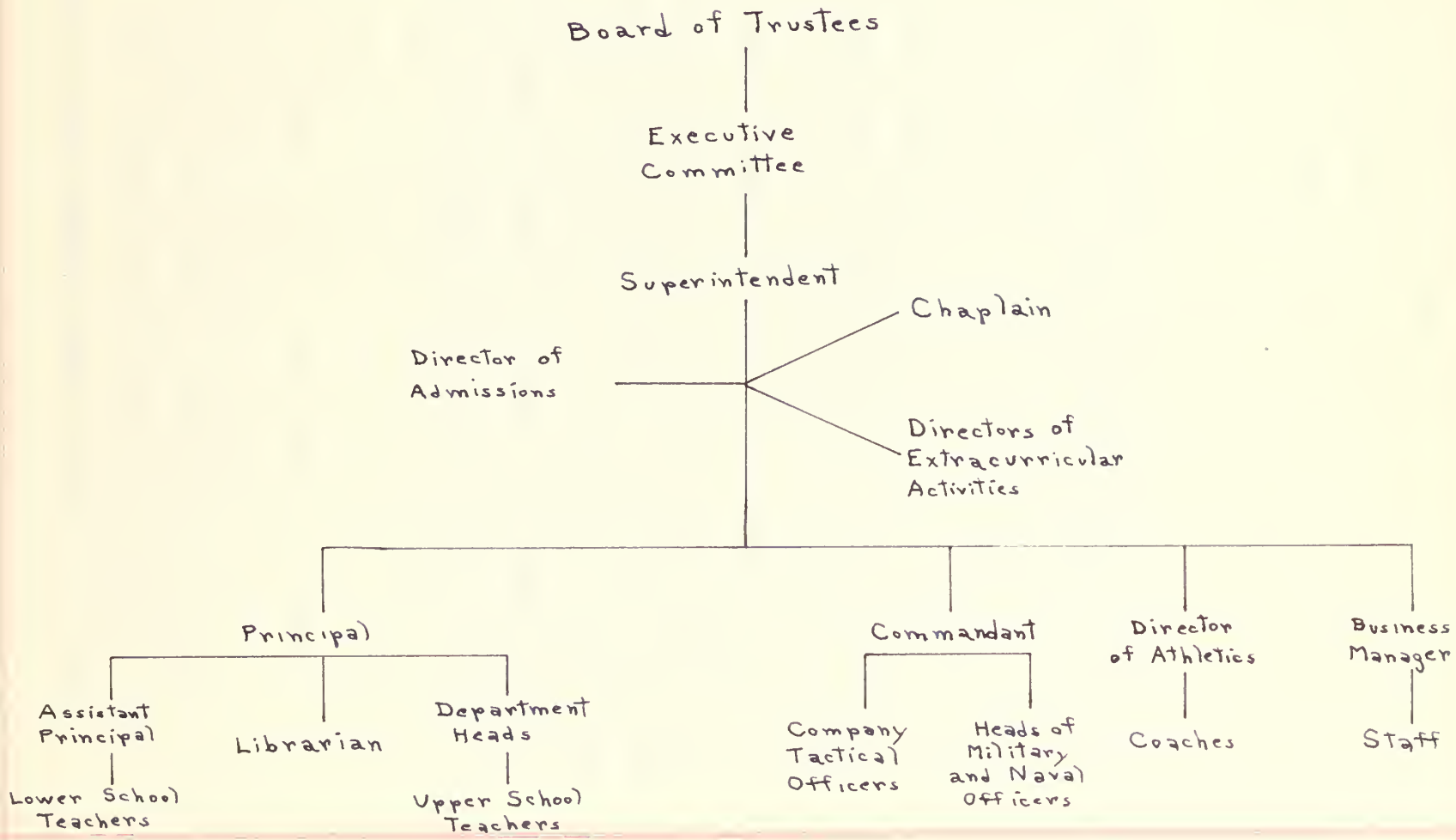

FIGURE 2

naval instruction. The company tactical officers are his assistants, one of them being responsible for each of the four companies into which the student body is divided. The functions of the remaining individuals shown on this chart are, in the opinion of the author, sufficiently clear from their titles.

Student Body

General Characteristics.-- As has already been mentioned, the student body consists of three hundred students in grades six through twelve. Two hundred of the students live at the school, and one hundred live at home and are transported to and from Bolles on buses owned and operated by the school. On the average, the student body includes students from approximately twenty states and five or six Latin and South American countries. However, approximately three fourths of the student body is from the state of Florida. The students are from upper middle class families generally, with perhaps fifty or sixty boys being from families whose annual income would be in excess of twenty thousand dollars. Virtually without exception the students are at Bolles to prepare for college, and not more than five percent of the student body at any given time is interested in preparation for professional military or naval careers. In general the character of the students is of a high caliber, inasmuch as no student is admitted unless his previous record both in and out of school is excellent, and since in addition any student not living up to a high standard of deportment is expelled. The home backgrounds of the students show a large percentage of

FIGURE 3

broken homes due in part to the fact that private boarding schools often are seized upon as an ideal solution of the problem of what to do with the children when a home breaks up.

Academic Background and Abilities.-- The academic background of the student body is quite diversified with some students entering Bolles from leading preparatory city high schools and others from small rural schools. The Latin and South American students present a difficult situation inasmuch as they speak little or no English upon their entrance at Bolles, and while they are not accepted if their previous academic record is not good, they still pose a real problem for the academic department. The ability range of the students is very large and the average ability seemingly quite low for an exclusively college preparatory school. In an average year the range of intelligence quotients would be from approximately 90 to 140, and the average intelligence quotient would be somewhere between 105 and 110. Psychologically the students present quite a normal picture with perhaps rather more extroverts than would be found in a random sample of high school boys, although there are also a considerable number of students who have been sent there to develop social poise and confidence. Physically also the students are about average, and the student body includes some students with quite serious physical defects whose progress in developing their personalities as members of a military or naval group is often very gratifying to see.

Religous Backgrounds.-- The religous backgrounds of the

students present a varied picture with, in an average year, approximately two hundred Protestant boys of various denominations, seventy-five Catholic boys, and twenty-five Jewish boys. However, there is no quota system and no boy is denied admission because of his religion.

Grade Divisions.-- The grade division of the student body usually finds about fifty boys in each of the upper school grades, which are grades eight through twelve, and twenty-five boys in each of the lower school or sixth and seventh grades.

Student Government

Legislative Branch.-- In Bolles, as in all good military schools, the students live, work and play under their own government with the faculty and administrative officials acting as instructors, advisers, and, when necessary, as the ultimate authority. The student government has two branches. The legislative branch consists of the student council which is elected by secret ballot of all cadets and contains representatives of the day boy and boarder groups in each of four upper grades. This body concerns itself with recommendations to the superintendent concerning general school rules and policies. These school rules are codified in a "blue book", a copy of which is in the hands of each student, and which is set up as the source of all rules over the students. While the recommendations of the student council are subject to the approval of the superintendent and, even though most of the "blue book" rules are made up by the school officials, many quite radical revisions of

FIGURE 4

policy and rules have come about as the result of the recommendations of student councils.

Administrative Branch.-- The administrative branch of the student government is in charge of the actual management of the student body, and its members are chosen in the same way that management personnel are chosen in any commercial or industrial establishment under the American system of free enterprise, namely, by appointment by the officials of the establishment on the basis of proven ability and seniority. The organizational form of this administrative branch of the student government is that of military organization inasmuch as this is the simplest, most direct, and most readily understood form of government and, since every individual in the student organization is both young and inexperienced in government and is new to his particular job every year, it is the only feasible form of government for this situation.

Organizational Details.-- The student body is organized into a battalion of four companies and is commanded by a cadet major. His direct assistant is a cadet captain who has the dual job of battalion executive officer and commanding officer of the headquarters company. This company is organized into two platoons one of which is the school band under the command of a cadet first lieutenant and the other of which is the service platoon. This platoon is commanded by a cadet first lieutenant who is also the battalion adjutant and as such is responsible for all paper work attendant on the administration of the battal-

ion. The service platoon contains non-commissioned officers and their assistants who, under the supervision of faculty members, are responsible for the issuing of uniforms, the serving of food in the mess hall, the maintenance and issuing of government weapons and other equipment from the military and naval armories, the management of the laundry and dry cleaning service, the management of the school barber service, and the maintenance and operation of the school's motion and still picture projection equipment. In headquarters company as in all other companies, the details of routine company administration are handled by the company first sergeant.

Of the remaining companies, "A" company is the military company and is organized into three platoons of three squads each. "B" company is the naval company and is organized on the same basis but with naval ranks for its commissioned and non-commissioned officers. "C" company contains all cadets under fourteen years of age and is organized as a military company on the same basis as the other companies. However, in addition to their own cadet commissioned and non-commissioned officers, a senior cadet captain and a senior cadet first sergeant are assigned to the company to act as "big brothers" to the younger cadets.

Faculty Guidance and Supervision.-- This then is the framework of the cadet student government. It must not be supposed, however, that it operates as independently as it appears from its presentation here. Actually the whole heart of the student

government lies in the close guidance, training, and supervision of it given by the faculty on a twenty-four hour a day, seven day a week basis. It is quite similar to the way that a wise father gives his son more and more responsibility and authority as he matures but always, until he is mature, he is kept under the father's guidance, training and supervision.

Discipline

General Organization and Procedures.-- Fundamentally discipline at Bolles is in the hands of the student government. Faculty members step into the picture only when no student leader is present, the student leader fails to exercise disciplinary control, or if, and this happens very rarely, the student leader is unable to control the situation. Disciplinary authority is exercised by on-the-spot verbal corrections and, if the offense warrants it, a written report in duplicate to the commandant. No punishment other than verbal admonishment may be employed by either faculty members or cadets. In cases where a written report of a disciplinary infraction is turned in to the commandant, the commandant forwards the report to the student's tactical officer and the duplicate copy of it to the student concerned. It is then the student's responsibility to report to the tactical officer within three days. After hearing the student's side of the story, the tactical officer may verbally admonish him, or may assess him a number of demerits if the offense is sufficiently serious. These demerits are subtracted from the student's classification rating at the end of the month and this classifi-

cation rating, which is based on conduct and grades, determines the student's privileges for the following month. In addition on any week in which a cadet accumulates more than five demerits he is called back on Saturday morning to do one hour's manual labor for each five demerits. In the relatively serious offenses the student must report direct to the commandant and in the case of very serious offenses the student is summoned before a faculty committee known as the disciplinary committee, which is the only agency with the authority to expel a student from the school.

The Classification System.-- Included in this discussion of discipline should come further clarification of the school's classification system which has proven itself to be an excellent builder of student morale and a real encouragement to academic effort and good conduct. Each month the student's classification points are computed by subtracting forty-five from his academic average to give his academic points and then subtracting his demerits, less an allowance of eight demerits for boarding students and three demerits for day students, from fifty to give his conduct points. The academic and conduct points are then added together and this classification is assigned according to the following schedule.

"A" class - 90 or more total points

"B" class - 82 to 89 total points

"C" class - 60 to 81 total points

"D" class - 45 to 59 total points

"E" class - less than 45 total points

The distribution of cadets in the various classifications for the 1947-1948 school year is shown in Table I.

Students in "A" classification receive leave every Friday, Saturday and Sunday afternoon, and, if they are in the tenth grade or above, on Friday and Saturday evenings. They can not be punished by Saturday morning work details and they may study in their rooms rather than the study hall.

Students in "B" classification receive leave every Saturday afternoon and every other Friday afternoon, and on the evenings of those days also if they are in the tenth grade or above. They may study in the library rather than the study hall.

Students in "C" classification receive leave every Saturday afternoon and, if they are in the tenth grade or above, every Saturday evening.

Students in "D" classification receive Saturday leave on the same basis but only every other week. Day students in "D" classification are required to stay at the school every other week-end.

Students in "E" classification have no leaves or privileges of any kind and two successive "E" classifications render the student liable to expulsion. Day students in "E" classification are required to stay at the school every week-end.

Athletics and Physical Education

Philosophy of the School.-- At the Bolles School athletics and physical education are felt to be a most important phase of the educative process inasmuch as they are felt to influence not

TABLE I

DISTRIBUTION OF CADETS BY CLASSIFICATION FOR THE 1947 - 1948 SCHOOL YEAR AT THE BOLLES SCHOOL

Classification	Percentage of Cadets
A	16
B	24
C	42
D	11
E	7

only the student's physical but also his mental health.

General Organization.-- At the beginning of each year each student is given a thorough physical fitness test, unless he is excused by the school physician for medical reasons, and on the basis of this is assigned to one of the following groups:

1. Remedial classes designed to correct any correctable physical difficulties and to bring the student's physical fitness index up to what might be considered a fair norm for the particular individual. A special remedial class is conducted for those who do not know how to swim. Students may graduate from these remedial classes individually to regular athletics on the recommendation of the instructor.

2. Class "B" league athletics. Students are assigned to class "B" league competition on the basis of size and general physical development and athletic ability somewhat below the level of the class "A" league students.

3. Class "A" league athletics.

In addition to these groups there is a lower school league for boys under fourteen years of age, and there is the varsity team in each sport which is selected from those boys who "come out" for the team. Varsity players revert to class "A" league status at the end of the season for their particular sport.

Intramural Competition.-- In each league teams are organized in a variety of sports on a company or platoon basis, depending on the number of players electing a particular sport, and these teams play the other teams in their league. Seasonal com-

A "CLASS-A" LEAGUE SIX-MAN FOOTBALL TEAM.

A "CLASS-B" LEAGUE SIX-MAN FOOTBALL TEAM.

FIGURE 5

petition is carried on in the following sports: six man football, basketball, baseball, volley ball, soccer, track, swimming, tennis, golf, sailing, ping pong, and shuffle board.

The winning team in each sport in each league of the senior school earns for its company a number of points and at the end of the year the members of the company amassing the greatest number of points are awarded special insignia to be worn on their uniforms during the next year, and their company is recorded as the intramural champions of that year on a large plaque at the head of the dining hall. Inasmuch as the race is often quite close, a victory by a comparatively non-athletic boy in some sport like ping pong or shuffleboard may be of vital importance to his company and can make him a real hero in his group.

The Lower School Athletic Program.-- In the lower school league the general organization is the same, however, since it is all one company, the competition is on a team basis with the students divided into four approximately equally able groups. The names of these teams, which were selected by the students some years ago, are well suited to the age level of the boys. The names are: the Buccaneers, the Skyrockets, the Wildcats, and the Helldivers.

Coaching and Supervision.-- All sports are under competent supervision and coaching by faculty members, and each team has its own coach although, on occasion, when the number of teams is greater than the number of available coaches, outstanding

FIGURE 6

student athletes and leaders may act as coaches.

Varsity Athletics.-- Varsity competition is with other public and private schools in Florida which have approximately the same size male student body. Varsity teams are maintained in football, basketball, baseball, rifle marksmanship, swimming, golf and tennis. Lower school varsity teams are maintained in basketball and baseball and play similar teams in nearby schools.

Tournaments.-- Tournament competition on an individual basis is held for all non-varsity competitors in tennis, golf, boxing, wrestling, and the various swimming, diving, and track events. First, second and third place winners receive medals or ribbons as awards.

Non-Competitive Sports.-- Horsemanship, archery and rifle marksmanship are offered on a non-competitive basis, although students may qualify for National Rifle Association and National Archery Association medals and awards.

Sailing Regattas.-- Sailing regattas open to all skippers and crews in Jacksonville are held on the school's waterfront with cups for the winners in each class and free refreshments for all.

Invitational Swimming Meet.-- Each Spring a swimming meet for all Jacksonville boys under sixteen years of age is held at the school's pool and Bolles provides a profusion of cups, medals and ribbons for each class in each event and invites all the boys to a special dinner at the school following the meet.

Time Allotted to Athletics.-- Despite the extensiveness of

FIGURE 7

this athletic program it requires only one hour and a half of the students' time each day.

Military and Naval Training

General Organization.-- Each student in the senior school is given the choice of military or naval training and is assigned to the military or naval company accordingly. The lower school students receive basic military training adapted to their age group.

Relations with the War and Navy Departments.-- The military and naval training is under the general supervision of the War and Naval Departments, and the school is provided with government equipment for this training. In addition the Navy has a body of four chief petty officers detailed to the school as instructors in naval subjects. However, the school has retained control over the direct administration of the training, and faculty members of the school, not regular Army or Navy officers, serve as heads of the military and naval departments. This has been accomplished by refusing R.O.T.C. status in the case of the military department and by special dispensation in the naval department.

Nature and Amount of Training.-- A result of this absence of government control is that the students devote only three, or on some occasions four, hours per week to this training. Another result of this freedom from detailed Army and Navy supervision is that the training, instead of sticking close to government training schedules which are too often designed for the basic

FIGURE 8

education of future professional soldiers and sailors, emphasizes whatever will be of the greatest value to the students in developing leadership, in preparing for everyday civilian life, and in preparing for possible service in their country's armed forces in time of emergency.

Government Inspection.-- In the spring of each year inspecting committees are sent by the War and Navy Departments to evaluate the quality of the training of the students of the school. The students are given written and oral examinations and put through individual and unit practical problems and field exercises.

Comparative Standing of the School.-- Despite the somewhat unorthodox military and naval training given at Bolles, the showing of its students on these inspections has been such that it has consistently been awarded the highest rating given by the War Department, and on occasion standing over twenty points higher than the average of the R.O.T.C. schools of the Corps Area. On the naval side it has consistently been designated by the Secretary of the Navy as a Naval Honor School, a designation which has been awarded to only five schools in the United States.

Extra-Curricular Activities

General Organization.-- The extra-curricular activities of the school are under the direction of a faculty committee. Each activity has a faculty sponsor although the management of it is in the hands of the students who elect their own officials. In order to distribute the administrative and leadership experien-

ces amongst as large a group as possible, each position in the student government, in athletics and in the extra-curricular activities is assigned a number of points commensurate with its importance and no student is allowed to hold positions totalling more than a certain number of points.

Description of Activities.-- The organized activities are as follows:

The Alpha Society - The school chapter of the National Honor Society.

The Beta Society - The school chapter of the National Junior Honor Society.

The "B" Club - A club for students who have earned varsity letters.

Quill and Scroll - Honorary journalistic society.

The Eagle Staff - The staff of the school year book.

The Bugle Staff - The staff of the School newspaper.

The Alpha Review Staff - The staff of a literary monthly magazine contributed to by both students and faculty and published by the Alpha Society.

The Your Week Staff - The staff of a weekly newsbulletin devoted to the upper school.

The Torch Staff - The staff of a weekly newsbulletin devoted to the lower school.

The Glee Club - This club presents choral programs during the year, sponsors attendance of student groups at concerts and other musical attractions in Jacksonville, and also sponsors semi-monthly music appreciation hours.

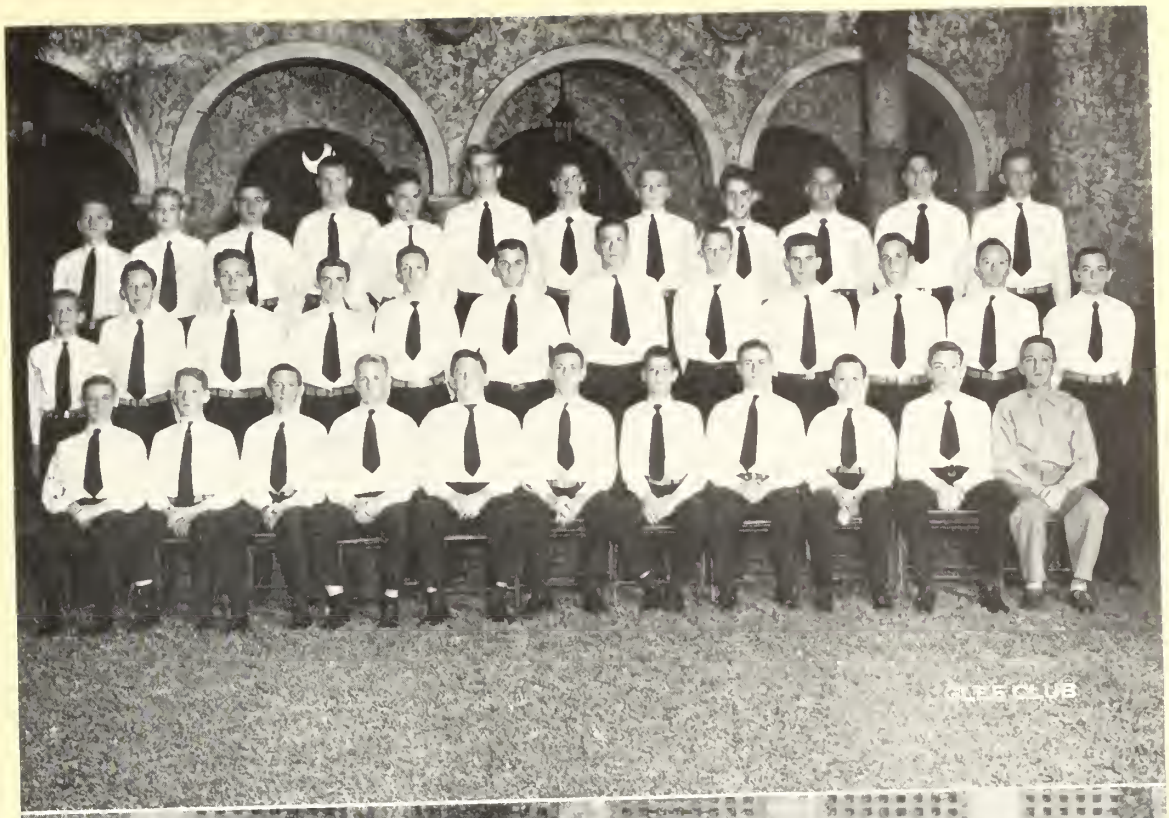

FIGURE 9

FIGURE 10

The Photography Club - This club has a darkroom equipped with complete facilities for developing, printing and enlarging of photographs.

The Dance Committee.- This committee is in charge of putting on Halloween, Christmas, St, Valentine's Day and Commencement dances, although of necessity a great deal of the responsibility for these dances falls on the officials of the school.

Religion

General Organization.-- Bolles is a non-denominational school but it does have an active religious program. There is a resident chaplain, who is an ordained minister, and he is assisted by a religious committee composed of faculty members. There is also a non-resident chaplain who is the Rector of a nearby Episcopal church which Bolles helps to support and whose edifice is available to the school as a chapel.

Details of the Religious Program.-- The general duties of the resident chaplain are those of any minister, however, he does teach some academic classes including a course in the Bible. The blessing is said before each meal by the cadet officer of the day and each week day morning the chaplain delivers a three minute inspirational talk. Every Wednesday afternoon there is an assembly at which religious and secular speakers alternate week by week. On Sunday mornings all cadets are encouraged to attend Church and Sunday School and are required to attend one or the other. The Sunday School is held at the school under the tutelage of volunteers from the faculty members and their wives. The Prot-

FIGURE 11
THE CHAPEL

estant boys go to the nearby Episcopal Church which was mentioned earlier and which is the only nearby church. Catholic students are carried to the nearest Catholic Church in one of the school's buses. On the first Sunday of each month the students are transported in naval launches to the Jacksonville Naval Air Station where they attend the Catholic and Protestant services in the magnificent Naval chapels there.

Buildings and Equipment

The Bolles School's principal buildings consist of:

1. A three story dormitory and administration building of Spanish-Colonial design as are all the school buildings. It is a fire proof, hollow tile structure and is equipped with a sprinkler system. In addition to the student bedrooms and faculty apartments, this building contains a reception hall, the library, the dining-room, the kitchen, the visual education room, seven classrooms and the administration offices.

2. A two story academic building which contains thirteen classrooms, a chemistry and a physics laboratory, a typing room, a drafting room, a study hall and lavatory facilities. While the other buildings on the campus are modern and well equipped this building is poorly constructed and equipped. The classrooms are traditional fixed desk rooms and have poor lighting and ventilation. The laboratories are crowded and are equipped with insufficient electricity and water outlets and no gas at all. Fortunately, this building is being replaced with a new academic building which should be completed sometime in 1949.

FIGURE 12
DORMITORY AND ADMINISTRATION BUILDING

FIGURE 13

The lower school classes are held in the administration building as are some of the upper school classes and these classrooms are also rather unsatisfactory. However, a new lower school combined academic and dormitory building will be constructed in the near future and between it and the new academic building, which will accommodate all the upper school classes, the situation should be well taken care of.

3. An infirmary building which is equipped with an office,a dispensary, a six bed ward, a two bed semi-private room, a one bed private room, a bath, a kitchen, and an apartment for the resident nurse.

4. A post exchange or commons building which contains the uniform shop, the school store and a soda fountain.

5. An outdoor swimming pool of regulation size fed by an artesian well.

6. A locker room building for the day students. In the rear of this building is a shower room which adjoins the swimming pool.

7. An indoor rifle range building.

8. A gymnasium with locker and shower rooms.

9. A two family faculty home which is the first of a projected group of these units which will be constructed to provide apartments for the married members of the faculty.

10. A boiler room building which provides central steam heating for the administration and academic buildings.

11. A three hundred foot dock with a well equipped boat house.


THE INFIRMARY SITUATED ON THE EAST BANK OF THE
ST. JOHNS RIVER.

FIGURE 14

FIGURE 15

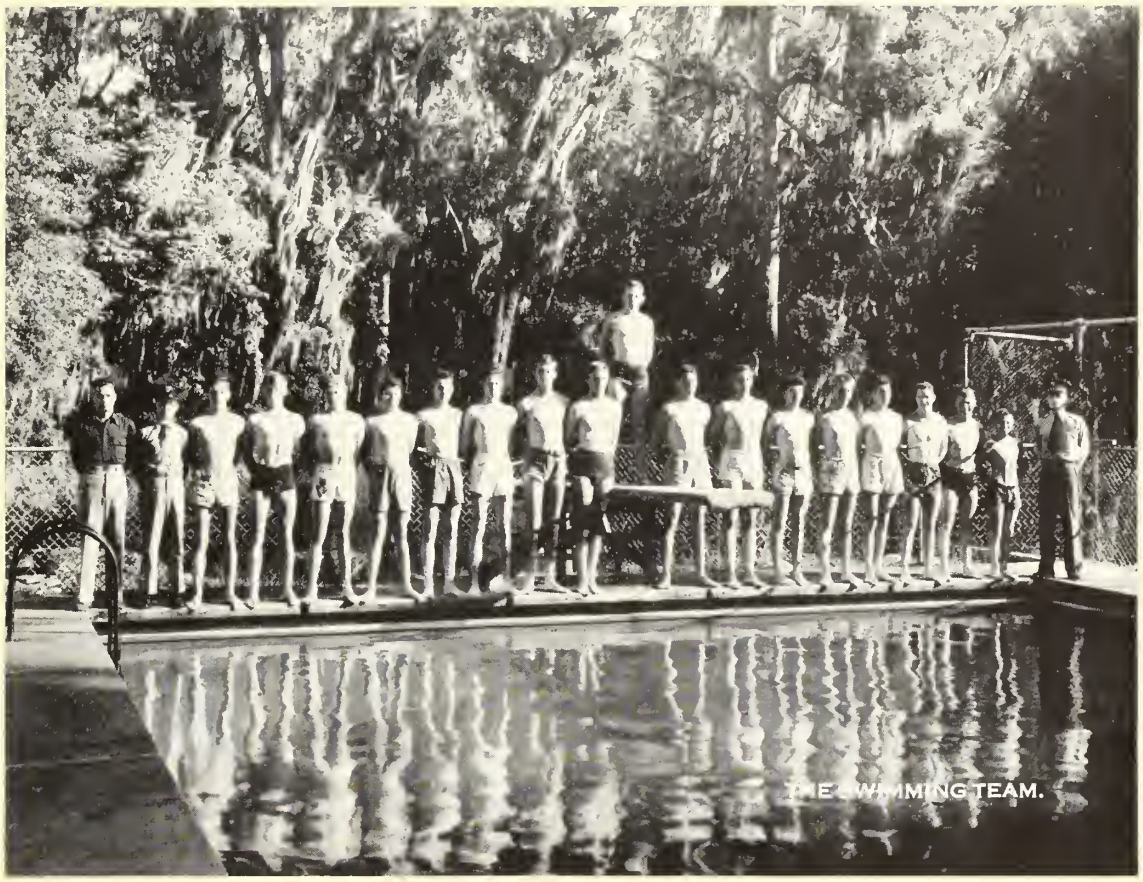

FIGURE 16

FIGURE 17
GYMNASIUM

FIGURE 18

THE DOCK

12. The outdoor athletic facilities include two football fields, a touch football field, a baseball field, four tennis courts, an outdoor basketball and volleyball court, and an outdoor rifle range.

Schedules

Yearly Schedule.-- The school's regular session lasts from the first Tuesday in September to the second Sunday in June with a two week Christmas vacation and a one week Spring vacation which takes place in the first week of April.

Daily Schedule.-- The daily schedule starts with reveille at 6:30 followed by breakfast at 7:00. Classes start at 8:00 and last fifty eight minutes each with two minutes between classes and a ten minute recess between the third and fourth periods. Classes are over at 1:10 and lunch is at 1:30. Military and naval classes are from 2:15 to 3:15 on Mondays, Tuesdays, and Thursdays and on Wednesdays assemblies are held from 2:30 to 3:30. From 3:55 to 5:35 is the athletics period. On Friday afternoons there is usually some varsity athletic contest which all the students attend.

The day students go home after athletics each day and the boarders are then free until supper at 6:15. In the evening a supervised study period is held from 7:30 to 9:30 with the students studying in their rooms. Taps is at 10:00.

Lower School Schedule.-- The lower school and upper school schedules are quite similar with the principal difference being that the younger boys have only a one hour evening

study period and go to bed at 9:00.

Saturday Schedule.-- On Saturdays the schedule remains the same until 12:00 at which time the remedial classes, which will be described in the next chapter, end. Lunch is at 12:35 on that day.

Sunday Schedule.-- On Sundays reveille is at 8:00; breakfast at 8:30; Sunday School at 9:45; Church at 10:40; and dinner at 1:15. Sunday evening follows the regular week day schedule.

Tuition and Other Charges

Boarding student tuition is $1,090.00 per year and includes all major expenses. Day student tuition including the noon meal is $490.00. The uniform fee to provide a complete set of uniforms for a new student is $160.00. The yearly activity fee is twenty-five dollars and the fee for the use of laboratories or typewriters is $7.50.

Summer School

Purpose and Length of Summer Session.-- The Bolles School operates a summer session which lasts eight weeks commencing one week after the close of the regular session. This session is for the purpose of permitting students to repeat work they have failed or in which they are weak.

Type of Program and Schedule.-- The session is entirely civilian and all students must board at the school. Regular classes are held six days a week and each class meets twice

a day for a total of two seventy-five minute periods and no more than two classes may be taken. There is an afternoon one hour study period and an evening two hour study period.

Academic Program

Organization.-- Academically the school is divided into a junior school consisting of grades six and seven and a senior school consisting of grades eight, nine, ten, eleven and twelve and a post graduate year. In the junior school, which is under the direct supervision of the assistant principal, all courses are required and there are no electives offered. In the eighth grade the same procedure is followed but in the remaining years multiple curricula are offered with constants and variables within each curriculum.

The Lower School.-- In the lower school program the sixth grade pupils are required to take English, arithmetic, reading, history, hygiene, spelling and penmanship and the seventh grade pupils take English, arithmetic, history, geography, and science.

These courses are described in the catalog as follows[1]:

Sixth Grade

ENGLISH:

Daily drills in grammatical forms and simpler rules of syntax;emphasis on Spelling,punctuation,writing and

1/ The description of courses in this section of the paper is taken verbatim from the 1948-1949 catalog of the Bolles School. While the author did not feel that these course descriptions were necessarily particularly good he felt that they would better reflect what the school intended of the courses than any descriptions the author might phrase himself.

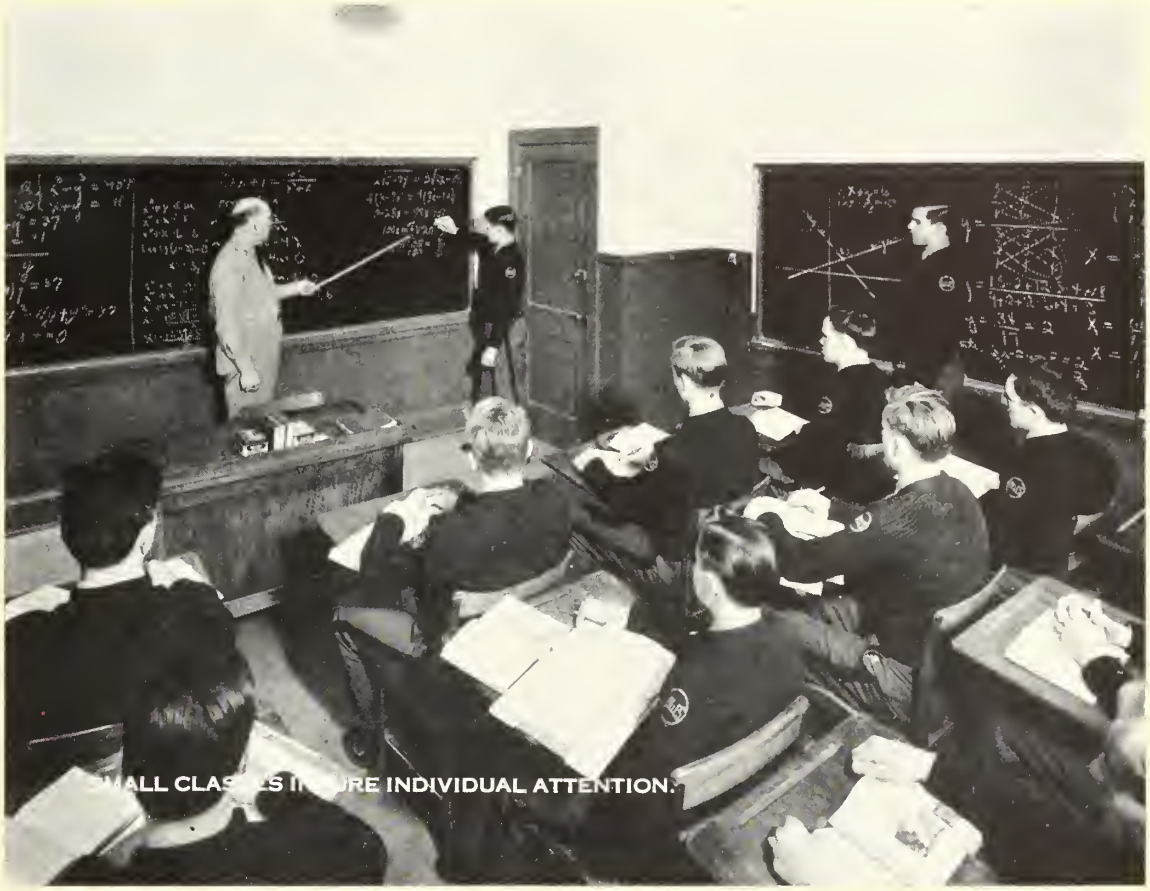

FIGURE 19

Parts of speech in correlation with Reading of appropriate literature.

ARITHMETIC:

A thorough drill in the fundamental operations involving integers,common and decimal fractions.

READING:

Silent and oral. Objective: the ability to read understandingly with a fair degree of speed.

HISTORY:

The story of the development of our American culture and civilization.

HYGIENE:

Practical physiology,instruction in wholesome habits of living,community cooperation for health,care of the sick,harmful effects of narcotics,drugs and alcohol.

SPELLING:

Daily work in spelling,as a part of English and of Reading,is a regular division of the course.

PENMANSHIP:

Daily practice in proper posture,formations and legibility.

Seventh Grade

ENGLISH:

Daily drill in simple grammatical forms,diction and spelling applicable to students in their oral work is given in Seventh Grade English. Ability to identify all parts of speech is developed. Practice of oral reading of literature of interest to the students and commitments to memory of choice selections are required frequently throughout the course.

MATHEMATICS: Arithmetic.

Thorough review of fundamental operations and drills in the ordinary topics of junior arithmetic; examples

and practical problems.

HISTORY:

The story of man's development in early modern times with particular attention to the English colonies in America.

GEOGRAPHY:

The countries of the world,their industries,trades, commerce,exports and imports.

PENMANSHIP:

Daily practice in proper formations and legibility.

SCIENCE:

This course stresses the development of understandings of the everyday scientific phenomena in the world in which we live.

The Eighth Grade.-- The eighth grade courses are as follows:

ENGLISH:

The work of this course is a continuation of the work in Seventh Grade English. Use of connectives which make possible variety in sentence construction is developed. Instruction in the simple case-uses of nouns and pronouns is given. The instructors pay constant attention to the training of good taste in the choice of reading matter.

ELEMENTARY LATIN:

Sounds and inflections,elementary grammar,reading of simplified texts of Latin authors dealing with interesting events of Roman history and Greek mythology, elementary composition,Roman daily life.

MATHEMATICS: Arithmetic and Algebra.

Advanced topics in arithmetic,practical problems in business and measurements,introduction to algebra.

HISTORY:

A survey of American History,comprising a brief re-

view of the colonial period and a study of the growth of the nation to the present day. An interpretation of the United States of today in the light of the past.

The Upper School.-- In the upper school integrated work covering four years is presented leading towards either the liberal arts or scientific diploma. The descriptions of these diplomas and their requirements as listed in the school's catalog are as follows:

Liberal Arts Diploma

Requirements for this diploma cover all necessary subjects for work in college leading to the Bachelor of Arts Degree. This diploma will also fill requirements of those planning to take pre-medical,pre-dental or pre-law courses at college.

Required Subjects:		Credits:
English	four years	4
Algebra	two years	2
Plane Geometry	one year	1
Latin,French or Spanish	two years	2
American History	one year	1
Biology,Chemistry or Physics	one year	1
Total required units		11
Elective units		5
Total		16

Scientific Diploma

This course is arranged for preparation for Engineering Courses of any kind.

Candidates for any of the National Service Schools should also apply for this diploma.

Required Subjects:		Credits:
English	four years	4
Algebra	two years	2
Plane Geometry	one year	1
Solid Geometry	one-half year	½
Trigonometry	one-half year	½
Advanced Mathematics	one year	1
Physics	one year	1
American History	one year	1
Chemistry	one year	1
Latin, French or Spanish	two years	2
Total required units		14
Elective units		2
Total		16

Electives

In addition to the above required subjects, a candidate for any diploma may elect any of the following additional subjects to complete the required total of sixteen units necessary for graduation.

		Credits:
Advanced Algebra	one-half year	½
Modern History	one year	1
Ancient History	one year	1
Mechanical Drawing	two years	2
Public Speaking	one year	1
Bookkeeping	two years	2
Typewriting	one year	1
Business Law	one-half year	½
Economics	one-half year	½
General Business	one-half year	½

Subjects not noted in electives may also be selected from one of the other Required Groups when practicable or desirable.

The school's catalog also affords descriptions of the individual courses as they are constituted at present. The course descriptions are arranged by grades rather than departments:

Ninth Grade

ENGLISH I:

As the first course of the senior school, English I is so planned as to set in motion the fundamentals of the four years work. Functional grammar will be studied throughout the other courses of the department. English I begins the work with careful attention to the use of verbs and their various forms, phrases and clauses as means of developing sentence variety. Simple rules of punctuation and of spelling are stressed.

MATHEMATICS: Elementary Algebra.

From the fundamental concepts through quadratics, including elements of trigonometry.

LANGUAGE: Latin I.

Elementary grammar; practice in reading simple Latin stories.

FRENCH I:

Essentials of French grammar, thorough drill in pronunciation, exercises in common idiomatic phrases and simple conversational expressions on common topics. Reading of connected texts of moderate difficulty.

SPANISH I:

Essentials of grammar, thorough drill in pronunciation, exercises in common idioms and conversational expressions. Texts of moderate difficulty in reading.

HISTORY I: Ancient and Medieval.

General survey of mankind from the earliest times to the Age of Louis XIV, emphasis on historical cause and effect, coordination of important historical movements and episodes and their effect on the present, contributions of the various civilizations to poster-

ity. Special study of Greece and Rome, the effect of their culture on the present day, the subsequent rise and growth of Christianity. Collateral reading.

SCIENCE: General Science.

A thorough course in fundamentals of general science; some demonstration and laboratory work, covering force, machinery, sound, light, heat and electricity.

Tenth Grade

ENGLISH II:

Further development of variety in sentence construction and practice in analysis of sentences according to construction and applicability to paragraphing. Examples of narration, exposition and description are read in order to give the students instruction in these types of paragraphing. To an intensive review of the fundamental forms of grammar studied in the earlier courses is added a close study of verbals and other advanced grammatical forms.

MATHEMATICS: Algebra II.

Review of algebra through quadratics; advanced topics, including logarithms and the trigonometry of the right triangle; practical problems.

SCIENCE II: Biology.

Taxonomy, including plant and animal groups; naming and classifying of organisms; morphology, including living structures; animal-plant reproduction and embryology; physiology; nutrition and metabolism; and inter-relations; genetics-heredity and environment; new kinds of organisms; ocology-epidemics and control, forest insects and diseases.

HISTORY II: Modern.

General survey of history from the Age of Louis XIV to the present time, special study of leading European nations and their development as world powers, collateral reading and reports.

LANGUAGES: Latin II.

Adapted Latin texts of graded difficulty, based on Livy and other Roman authors, as an introduction to

the text of Caesar; selections from Caesar's Commentaries with a study of Caesar as a world figure; Roman daily life; special attention to word form, derivation and the Latin element in English speech. Constant drill on forms and grammar, sight reading, composition.

FRENCH II:

Eugene Labiche's Review of forms and grammar; practice in conversation; reading of such texts as Lesage's "Gil Blas", Merimee's "Colomba," Dumas' "La Tulipe Noire," "La Poudre aux Yeux," Halevy's "L'Abbe Constantin," Voltaire's "Zadig." Composition.

SPANISH II:

Review of grammar, with practice in composition and conversation; reading of such texts as "Gil Blas," "Maria," "Fortuna," "Cuentos Cubanos," "El Pajaro Verde".

Eleventh Grade

ENGLISH III:

In connection with a survey of the development of American literature, this course offers training in higher composition and further practice in precis writing and narration,exposition and description. Emphasis is laid on the development of effective sentences and on rules of punctuation. Figures of speech and drills on verse forms constitute a portion of the material of the course.

MATHEMATICS III: Plane Geometry.

Ordinary topics of plane geometry with practical problems and originals; practice in the use of college examination papers.

SCIENCE III: Chemistry.

Elements and compounds, the electron theory, chemical and physical changes, formulae and equations, acids, bases and salts, chemical arithmetic, study of metals. Experiments in the laboratory with notebook records.

MECHANICAL DRAWING:

A general course in shape and size description,use of

instruments, and making working drawings for blueprints as practiced in the machine and building trades.

During the Eleventh Grade many cadets begin a second language as an elective, or may take any other of elective courses as listed on page 47.

Twelfth Grade

ENGLISH IV:

A study of types of literature is made with English Literature from Beowulf to the present day as a basis of consideration. A thorough review of advanced grammar constitutes the major purpose of the course. Proof of the student's ability to handle intelligently and intelligibly his language and additional work in precis writing must be made before he is given credit for the work of the course, which is planned primarily as preparation for college placement tests.

PUBLIC SPEAKING I: (First Semester)

This course aims to teach the cadet how to be at ease at public and social functions: It covers such matters as introductions, conversations as host or guest, conversations with new acquaintances or over the telephone, telling anecdotes.

PUBLIC SPEAKING II: (Second Semester)

This course is the continuation of course I. It teaches pronunciation of vowels and consonants, phonetics, making announcements and four-minute speeches, posture, voice modulation, reading effectively, preparing and giving radio talks, controlling stage fright. For Eleventh and Twelfth Grade students only.

HISTORY IV: American History.

American History from continental sources to the present day; extensive collateral reading and themes.

SCIENCE IV: Physics.

Measurements, properties of matter, the lever and the pulley; mechanics of solids and fluids, sound, heat, light, magnetism, electricity, construction of apparatus, experiments in laboratory with notebook records, problems.

MATHEMATICS: Solid Geometry (One Semester)

Ordinary topics of solid geometry with practical problems and originals; practice in the use of college examination papers.

PLANE TRIGONOMETRY: (One Semester)

Theory and practical examples in indirect measurement used in surveying; practice with college examination papers.

ADVANCED ALGEBRA: (One Semester)

Rapid review of quadratics, the progressions, and logarithms. Theory of equations, determinants, operations with and graph of complex numbers, scales of notation, mathematical induction, permutations and combinations, probability.

ADVANCED MATHEMATICS: (Two Semesters)

This course gives preparation for work in mathematics at West Point, Annapolis and all engineering schools. Basic principles of differential and integral calculus, analytic geometry and college algebra are covered thoroughly. Training in the use of the slide rule is also given in this course.

Guidance.-- The guidance program of the school is considered to be the responsibility of the academic department and functions under the control of the principal. The guidance program ostensibly covers educational, social and vocational guidance, however, actually the primary emphasis is on the educational phase of guidance.

Conclusion.-- The present academic program of The Bolles School has been presented here in some detail. It is felt by the author that this program, while it has much to recommend it, makes insufficient provision for individual differences, is based too much on logical rather than functional organization and presentation of subject matter (actually the organization is quite imperfect but it is logical rather than functional in approach), and in the courses themselves places too much emphasis on the acquisition of factual knowledge rather than understandings.

CHAPTER II

THE PROGRAM AND RELATED FEATURES OF AMERICAN MILITARY SCHOOLS

Introduction.-- In this chapter a composite picture of the American military school of today will be presented based on data obtained from forty-one of the forty-five member schools of the Association of Military Colleges and Schools of the United States.

Date of Founding.-- As is shown in Table II there was a gradual increase in the number of new military schools (which are still in existence today) in this country commencing in the first half of the nineteenth century and rising to a peak in the twenty-five year period from 1875 to 1900. After 1900 there was a substantial drop in the number of enduring military schools founded, although some have continued to be founded right up to the present.

It is reasonable to believe that there is a definite correlation between the rise and fall in popularity of military schools and the frequency of their dates of founding. A possible explanation for the sudden upsurge in the number of new military schools following 1875 lies in the fact that with reconstruction over, the South turned with renewed energy to the military education of her young men and military secondary education became in fact the order of the day for young gentlemen. The military schools founded at that time provide a considerable part of the reason why even today there are more military schools in the Southeast than in any other portion of the country (See Table III).

TABLE II

DATES OF FOUNDING OF MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Date of Founding	Number of Schools
Before 1800	0
1800 - 1850	5
1850 - 1875	6
1875 - 1900	16
1900 - 1925	7
After 1925	6
Not Reported	1

Location.-- As was mentioned in the preceding section, the South leads the country in the number of military schools now in existence as is shown in Table III. However, the Middle West is a far closer second to the Southeast than is popularly suspected.

The Northeast, while the virtually undisputed leader in private school education,has always emphasized civilian schools and the military schools are not only few and far between but as a consequence of always having played second fiddle to the civilian schools have seldom developed as far as their counterparts in other sections of the country.

In the Western states the private military schools are found lagging far behind other sections of the country numerically. This is undoubtedly due in part to the excellence of the public schools in this section.

Form of Control.-- Table IV shows a considerable diversity in the form of control of the military schools of today.

Considering the teachings of the Christian Church against war, it is somewhat surprising to find that twelve of the forty-one schools studied were controlled by either Protestant or Catholic Churches.

The largest number of schools, seventeen, were under the control of Boards of Trustees. In most cases such schools are non-profit corporations and the trustees serve without remuneration. The increase in the percentage of such schools and the decrease in the percentage of schools controlled by private

TABLE III

LOCATION OF THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Location	Number of Schools
Northeast	8
Southeast	17
Middle West	11
Northwest	0
Southwest	5
Not Reported	0

TABLE IV

FORM OF CONTROL OF THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Form of Control	Number of Schools
Church	12
Private Individual or Individuals	10
Board of Trustees	17
State,City or County Government	2
Not Reported	0

individuals is a healthy sign for no school whose principal aim is making a profit can, in the opinion of the author, rise to the heights that a non-profit school, whose principal aim is to provide the best possible education for its students, can reach.

The two government supported schools found in this survey are in a class by itself for while state supported military colleges are still popular, similarly controlled secondary schools are hard to find.

Number of Students.-- The data of Table V show that the bulk of the modern American military schools vary in size from two hundred to four hundred students. Apparently the military system, intended as it is for masses of men, is not adapted to use in small schools of less than one hundred students.

On the other hand some military schools are found extending in size on up over five and even six hundred pupils which brings them into the range of the largest private secondary schools although, of course, by public school standards they would still be adjudged quite small.

Type of Residence Plans.-- The vast majority of today's military schools are, judging by the data in Table VI, for boarding students only. There are, in fact, no day schools amongst the member schools of the Association of Military Colleges and Schools of the United States and only approximately fifteen percent of these schools admit day students at all.

It is not too difficult to understand this for, when the all enveloping nature of a military system is considered, it is easy

TABLE V

NUMBER OF STUDENTS IN THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Number of Students	Number of Schools
0 - 50	0
50 - 100	0
100 - 200	6
200 - 300	14
300 - 400	10
400 - 500	6
500 - 600	3
More than 600	2
Not Reported	0

TABLE VI

TYPES OF RESIDENCE PLANS OFFERED BY THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Residence Plan	Number of Schools
Day Students Only	0
Boarding Students Only	35
Day and Boarding Students	6
Not Reported	0

to appreciate the difficulties attendant on trying to fit students who spend at least two-thirds of their time away from school control into such a system.

Grade Levels.-- Here in Table VII is found evidence showing that the great bulk of the military schools of today are four year senior high schools running from the ninth to the twelfth grade. As might be expected there are also quite a number of schools which include the junior high school work of the seventh and eighth grades.

At the other end of the scale is found a considerable number of schools offering a post-graduate year and apparently almost one-fourth of the schools surveyed offer junior college work as thirteenth and fourteenth years. Surprisingly enough it is found that some military schools reach down all the way through the elementary grades to the first grade.

Cost.-- As far as fees go, the member schools of the Association of Military Colleges and Schools of the United States seem to be in virtual agreement for in over sixty percent of the schools the total fees for a first year boarding student run between twelve and sixteen hundred dollars as is shown in Table VIII.

However, the overall spread in these expenses is quite great with some schools' charges in the eight hundred to one thousand dollar range and other schools in the eighteen hundred to two thousand dollar group. While it is true the facilities of the schools and the quality of the personnel vary greatly, still each

TABLE VII

GRADE LEVELS OFFERED BY THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Grade Level	Number of Schools
1	2
2	3
3	3
4	3
5	11
6	15
7	20
8	28
9	40
10	41
11	41
12	40
13	19
14	10

TABLE VIII

FIRST YEAR EXPENSES FOR BOARDING STUDENTS AT MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Amount of Total Fees for First Year Boarding Students	Number of Schools
Less than $800	0
$800 - $1000	4
$1000 - $1200	6
$1200 - $1400	10
$1400 - $1600	16
$1600 - $1800	3
$1800 - $2000	2
More than $2000	0
Not Reported	0

school is providing essentially the same thing and it may well be that either the most expensive schools are reaping a considerable profit or that the less expensive ones are either endowed or operating under sub-standard conditions.

Admission Requirements.-- While Table IX has some significance, it was found in collecting the data for it that most of the schools were quite subjective in their admission requirements and did not commit themselves definitely to any set requirements. Only twenty percent of the schools required entrance examinations and in most cases other than requiring recommendations from the applicant's previous principal or headmaster and several other persons there were no specific requirements.

While it does not show in the data almost all of the schools surveyed stated that they would take only boys of good character and none of them expressed a willingness to take on misfits or disciplinary problem cases.

Teacher-Pupil Ratio.-- Here again is found virtual unanimity amongst the schools surveyed and Table X discloses that in over eighty percent of the member schools of the Association of Military Colleges and Schools of the United States the teacher-pupil ratio is between 1:10 and 1:15.

Obviously these schools believe in small classes although some of these teachers undoubtedly would not be required if it were not for the military instruction given at the schools. Probably this large teacher-pupil ratio is one of the most im-

TABLE IX

ADMISSION REQUIREMENTS OF THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Admission Requirements	Number of Schools
Entrance Examination	8
Specified Rank in Class in Previous School	0
Recommendation of Previous Principal or Headmaster	27
Recommendation of a Specified Number of Persons Not Including a Minister	17
Recommendation of a Specified Number of Persons Including a Minister	10
At the Discretion of an Admissions Committee	2
At the Discretion of a Director of Admissions	4
No Requirements	2
Not Reported	1

TABLE X

TEACHER -PUPIL RATIO IN THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Teacher-Pupil Ratio	Number of Schools
Greater than 1:5	0
1:5 to 1:8	0
1:8 to 1:10	4
1:10 to 1:12	17
1:12 to 1:15	16
1:15 to 1:20	3
1:20 to 1:25	1
Less than 1:25	0
Not Reported	0

portant factors permitting the military schools to make better provision for individual differences than the public schools where the teacher-pupil ratio usually is much smaller.

Curriculum Offerings.-- The data of Table XI show that the American Military school of today is essentially a college preparatory school, for every school which reported its curriculum offerings reported a college preparatory course.

Forty-five percent of the schools reported special curricula for students preparing for engineering and scientific pursuits as differentiated from regular college preparation. Another forty-five percent of the schools do offer commercial non-college preparatory curricula and almost thirty-five percent of the schools offer a general curriculum. It is interesting to note that even amongst the military schools there still are three schools clinging to the old time classical curriculum.

Types of Programs of Studies Offered.-- It appears that there is no clear cut picture concerning the average type of program of studies offered by military schools today. Table XII shows that almost fifty-five percent of the schools surveyed were sticking to the rigid multiple curriculum plan while another thirty percent had progressed on to a constants-with-variables set up.

About ten percent of the schools are using a combination of the multiple curriculum and constants-with-variables ideas and the remaining five percent reported no readily distinguishable program of studies plan.

TABLE XI

CURRICULUM OFFERINGS OF THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Curriculum	Number of Schools
College Preparatory	40
Scientific	18
Commercial	18
Industrial	0
General	13
Classical	3
Service	1
Not Reported	1

TABLE XII

TYPES OF PROGRAMS OF STUDIES USED BY THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Type of Program	Number of Schools
Multiple Curriculum	22
Constants-with-Variables	13
Combination	4
Not Reported	2

Courses Required for Graduation in the Various Curricula.-- In large measure Table XIII speaks for itself and perhaps the most significant thing about the data presented there is the apparently almost complete lack of accord amongst today's military schools concerning just what subjects should be required for graduation in a particular curriculum.

There are, however, certain central tendencies which are readily apparent. Most schools appear to require English and American History of all graduates and a foreign language, elementary algebra, and plane geometry of the college preparatory students. The scientific student usually has to take all this and chemistry, physics, advanced algebra, solid geometry, and trigonometry as well. The commercial student, in addition to English and American History, commonly is required to take typewriting, bookkeeping, commercial arithmetic and commercial law.

Extracurricular Offerings.-- Table XIV shows that, as might be expected in any private school, the extracurricular offering of the member schools of the Association of Military Colleges and Schools of the United States is indeed broad and diverse.

Unfortunately not all the schools reported the nature of all their extracurricular offerings exactly enough for inclusion in the table. However, from the data available it is apparent that the most common extracurricular offerings are in the field of athletics with such standard sports as football, baseball, basketball, track, tennis and swimming predominating. The next

TABLE XIII

SUBJECTS REQUIRED FOR GRADUATION IN VARIOUS CURRICULA OF THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Subject	Number of Schools Requiring Subject in -			
	College Preparatory Curriculum	Commercial Curriculum	General Curriculum	Scientific Curriculum
Number of Schools	40	18	13	17
English	39	15	11	17
Public Speaking	4	2	0	0
American History	26	9	7	11
Ancient History	6	1	2	4
Modern History	1	0	1	2
Unspecified History	0	0	1	0
Civics	10	2	2	4
Latin	8	0	0	0
Greek	0	0	0	0
French	1	0	0	0
Spanish	0	0	0	0
German	0	0	0	0
Two Years of One Foreign Language	18	0	1	10

TABLE XIII - CONTINUED

Subject	Number of Schools Requiring Subject in -			
	College Preparatory Curriculum	Commercial Curriculum	General Curriculum	Scientific Curriculum
Two Years Each of Two Foreign Languages	2	0	0	0
Three Years of One Foreign Language	5	0	0	1
General Science	4	3	4	3
Biology	3	1	1	5
Chemistry	2	0	0	8
Physics	2	0	0	7
Unspecified Science	5	1	2	0
Elementary Algebra	33	7	5	15
Advanced Algebra	17	1	3	14
Plane Geometry	33	2	4	14
Solid Geometry	5	0	0	11
Trigonometry	5	0	0	10
Mechanical Drawing	1	0	1	0
Typewriting	0	8	0	0
Bookkeeping	0	10	1	0

TABLE XIII - CONTINUED

Subject	Number of Schools Requiring Subject in -			
	College Preparatory Curriculum	Commercial Curriculum	General Curriculum	Scientific Curriculum
Shorthand	0	0	0	0
Commercial Law	0	7	0	0
Commercial Arithmetic	0	9	1	0
Business English	0	3	1	0
Office Practice	0	0	0	0
Bible or Other Religious Course	11	6	6	2
Miscellaneous	0	0	0	0

TABLE XIV

EXTRACURRICULAR OFFERINGS REPORTED BY THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Activity	Number of Schools
Newspaper	29
Magazine	15
Yearbook	23
Handbook	12
Glee Club	25
Orchestra	25
Band	30
Basketball	36
Football	37
Track	32
Baseball	32
Tennis	36
Golf	24
Swimming	36
Wrestling	24
Boxing	25
Rifle	27
Riding	13
Hockey	5
Skiing	5
Polo	4

TABLE XIV - CONTINUED

Activity	Number of Schools
Dramatics	16
Debating	12
Checkers	3
Chess	4
Aviation	7
Volleyball	10
Softball	14
Dances	26
Hiking	6
Ping Pong	11
Billiards	8
Bowling	5
Fishing	4
Badminton	3
Gym	4
Fencing	8
Student Council	11
Honor Societies	18
Recreational Societies	26
Hobby Clubs	23
Subject-Field Clubs	11
Not Reported	0

most common type of activity is, logically enough in military schools, the band. Journalism is also high on the list and after it come a host of other activities of diverse natures which are enumerated in Table XIV.

Guidance Organization.-- With respect to guidance the member schools of the Association of Military Colleges and Schools of the United States seem to fall woefully short of today's generally accepted standards.

Table XV reveals that almost thirty per cent of the schools surveyed reported no guidance program at all and none of them had both a director of guidance and trained counselors. The most common type of program appears to be one where the principal or headmaster coordinates and supervises the counseling work of the regular teachers. Over seventy per cent of the schools have no full time guidance personnel at all.

Military Training.-- Perhaps the most significant thing about the data in Table XVI is that eleven per cent of the member schools of the Association of Military Colleges and Schools of the United States made no mention in their catalogs and other descriptive material of the type of military training they offered. While none of the schools indicated that their training was not government sponsored it is quite probable that this was indeed true of at least some of those which did not indicate their type of training.

Only seven per cent of these schools offer military training under the 55-C plan which is so called because it is carried

TABLE XV

GUIDANCE ORGANIZATION IN THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Type of Organization	Number of Schools
Department of Guidance under Director of Guidance with Trained Counselors	0
Department of Guidance under Director of Guidance with Regular Teachers as Counselors	9
All Guidance Functions Performed by Director of Guidance	3
Regular Teachers Used as Counselors under Direction of Principal or Headmaster	16
All Guidance Functions Performed by Principal or Headmaster	2
No Guidance Program Reported	11
Program Other Than Those Listed	0

TABLE XVI

MILITARY TRAINING AT THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Nature of Training	Number of Schools
Non-Government Sponsored	0
55-C Unit	3
Junior R.O.T.C. Unit	10
Senior R.O.T.C. Unit	31
Naval R.O.T.C. Unit	0
Not Reported	5

on under the authority of paragraph 55-C of the National Defense Act of 1920. Such training is given under the immediate direction of the school authorities using instructors employed by the school. However, the War Department furnishes the training schedules and the equipment for the training and, at frequent intervals, conducts training inspections at the school.

The great majority of the schools offer training in either junior or senior reserve officers' training corps units or in many cases offer both junior and senior training depending on the age of the boy. This training is conducted entirely by the War Department utilizing regular Army personnel as instructors but employing the physical facilities of the school.

Religious Programs.-- Unlike the public schools, which are generally forbidden virtually any form of religious activity within the schools, in the military schools almost all schools make some provision for religious activity as is shown in Table XVII. As would be expected, almost all of the schools provide for either Sunday morning services of their own, which is found in over fifty percent of the schools, or for Sunday attendance of the pupils at the churches of their choice. In several cases schools make provisions for both their own Sunday morning services and, for those pupils of entirely different faiths, provisions to attend their own churches.

Approximately thirty-five percent of the schools surveyed conducted daily chapel services and another twenty percent held mid-week services. It would thus appear that military schools

TABLE XVII

RELIGIOUS PROGRAMS OF THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Religious Programs	Number of Schools
Daily Chapel Services	14
Mid-Week Chapel Services	8
Sunday Morning Chapel Services	21
Provision for Sunday Attendance of Pupils at the Churches of Their Choice	24
No Religious Program	0
Not Reported	1

provide rather well for religious training and expression.

Medical Personnel.-- The common pattern for medical personnel in these military schools as evidenced by the data in Table XVIII is for the school to provide a non-resident physician and one or more resident nurses. This pattern is followed by over seventy-five percent of the member schools of the Association of Military Colleges and Schools of the United States.

Only one school of those surveyed reported no physician employed by the school at all and seven schools reported that they employed full-time resident physicians, so apparently as far as medical personnel is concerned adequate provisions are being made by the military schools.

Literature in the Field.-- As was mentioned in Chapter I a search for reasonably recent literature concerning military secondary schools produced very meager results. Insofar as the author of this paper could determine, no pertinent books have been published on this subject in the last thirty years and in the last twenty years only three seemingly pertinent magazine articles have appeared.

The first of these articles, "Miniature West Points", by Archibald H. Rutledge, appeared in the now defunct Outlook and Independent in the August, 1930 issue. In this article Mr. Rutledge vigorously denounces American military schools which he feels are decidedly second rate educational institutions "in which the chief interest is in brass buttons and the cheap fan-

TABLE XVIII

MEDICAL PERSONNEL OF THE MEMBER SCHOOLS OF THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS OF THE UNITED STATES

Personnel	Number of Schools
One or More Resident Physicians	7
Non-Resident Physician and Two or More Resident Nurses	16
Non-Resident Physician and One Resident Nurse	15
Non-Resident Physician Only	0
Resident Nurse Only	1
No Medical Personnel	0
Not Reported	2

fare of the military"[1]. The author's point of view seems to be based primarily on his own personal opinions and a few incidents in which he interviewed applicants for entrance at Yale University who were military school graduates and who were very poorly qualified for admission to any college.

In November, 1937, the Journal of Higher Education, published an article by L. T. Patton entitled, "Military Education in the United States". Judging by the title it might be expected that this article would be rather broad in scope but actually it concerns itself simply with a criticism of the teaching methods at West Point. The author believes that West Point should be made a graduate school for military instruction which the students will attend only after they had already completed a standard four year course at a civilian college.

During World War II Major E. W. Tucker of Kemper Military School published an article entitled, "Military Schools Train Boys for Leadership", in the Nation's Schools in the May, 1943, issue. Major Tucker emphasized the strictly military training given at the military schools. He stated that the military schools of the nation kept the country prepared during the isolation days and that their training includes academic work, tactical exercises, physical training, and opportunities for leading small units.

1/ Rutledge, Archibald H., "Miniature West Points", Outlook and Independent, 156:212-13, August, 1930.

According to this article thirty thousand military school graduates were on active duty as officers in World War II by May, 1943. At the time of the writing of this article,both full generals in the Army, thirteen major generals, and twenty-seven brigadier generals as well as three admirals, two commodores and fifteen captains in the Navy were graduates of private military schools and colleges in the United States.

Unfortunately, none of these three articles provide any insight into the true nature of American military schools and their status as true educational institutions. It is the hope of the author of this paper that it may provide such information and insight.

Conclusion.-- In this chapter was presented an analysis of the many facets of the activities of today's military schools. After integrating the various findings, the member schools of the Association of Military Colleges and Schools of the United States emerge as middle of the road educational institutions with, if anything, somewhat reactionary leanings.

Possibly the two most progressive phases of these schools' operations are in the breadth of their extracurricular offerings and in the flexibility of their admission requirements. This last is a point on which non-military private schools have often proved quite reactionary. The high teacher-pupil ratio with its innate opportunities for providing for individual differences offers another possibility for real progressiveness, although

the use to which this ratio is put is more important than the ratio itself.

On the other side of the ledger it is found that, despite the military school's like all independent school's comparative freedom for innovation and experiment, they have usually been content to follow rather than to lead. In the fields of guidance and curriculum planning, they have not even been very good followers and are, in fact, many years behind the better public schools.

Apparently one of their greatest weaknesses is in the field of guidance for, while much excellent guidance no doubt goes on in these institutions, it appears to be of a more or less haphazard nature with inadequate organization and insufficient trained personnel. This paper will present in a later chapter plans for a practical guidance program which, while designed for a particular school, could be easily adapted to other military schools.

In the field of curriculum planning the military schools have remained quite largely traditional and their offerings show that little attention has been paid to either individual differences or psychological arrangement of subject matter. In fact their offerings so closely resemble those that were common around the turn of the century that one can not help but wonder if these schools have paid any heed at all to the various curriculum studies of the last fifty years. In a later chapter this paper will present a detailed curriculum plan taking into account both the present position of the military schools and

the present state of knowledge in the field of curriculum planning in this country. Like the guidance plan, this curriculum plan was designed with a particular school in mind but it could be readily adapted to other schools of a similar nature.

CHAPTER III

A CURRICULUM PLAN FOR THE BOLLES SCHOOL

Introduction

Basis of the Plan.-- In this chapter is presented a plan for an improved curriculum for the Bolles School as a part of the overall plan for an improved academic program for the Bolles School which is the subject of this service paper. References are given throughout the chapter to works which tend to support various parts of the program presented.

Introduction of the Plan.-- It will be noted by comparison with the preceding chapter that the new curriculum plan is not a complete and radical change from the present curriculum but rather is a remodeling of the present curriculum to better serve the needs of the pupils. The recommended curriculum has been set up so that it might be put into effect in one year in its entirety without seriously disturbing the functioning of the school. However, the author feels that the best method of introducing it would be to make the change over a five year period with the first year devoted to presentation and explanation of the plan to the faculty and organized study, discussion and revision of it. In the second year the sixth grade in the junior high school and the ninth grade in the senior high school would put the new plan into effect in those grades. In the third year the seventh and tenth grades would make the change and in the fourth year the eighth and eleventh grades would institute the new plan. In

the fifth year the twelfth grade would put in the new curriculum and at the same time a thorough study of the curriculum would be made and any glaring faults corrected, although revisions would be held to a minimum until the new plan had had a chance to prove itself.

Except where otherwise noted in this plan all classes will meet five periods a week out of a thirty period total.

Bearing the general background of the school and its students in mind, there shall now commence an unfolding of the proposed curriculum starting with the sixth grade and designed to give each student the best preparation for college and life.

The Sixth Grade

Introduction.-- Starting with the sixth grade which is the beginning grade at the school, there are several goals. First is the review of the fundamental skills which the students should have mastered in their first five years of school but which, in many cases, they will not have mastered due to deficiencies in their previous education. Along with this review should come the development of certain new skills; training in the problems of everyday life in a democratic society; preparation for the work to come in later grades; and the arousing of interest in academic work. While much of the classroom progress towards these goals will depend more on the organization and methods of teaching of the subjects than on the curriculum, still the curriculum must be designed with these goals in mind, for it is the framework within which progress in the desired directions will be

made insofar as the academic department is concerned. Of course, it must be remembered that a very considerable amount of the students' education at all grade levels in a private military school will take place outside of the classroom through their extra-curricular activities, athletics and community life in the school community.

On the basis of the above considerations, the following curriculum is recommended for the sixth grade at Bolles:

English.-- An integrated course designed to: (1) develop the pupils' ability to express themselves orally and in writing in clear but not stereotyped English through oral work on the conversational level and written work in connection with the real life experiences of the students; (2) increase the pupils' interest and ability in reading through individualized reading of short stories written for children of their mental level (the exact material read would differ from student to student according to their interests and abilities); (3) further the development of the pupils' ability to write legibly and spell correctly.[1] Inasmuch as the pupils will not only have differing abilities but also widely differing backgrounds, the work will have to be carried on on an individualized basis. For example, while those pupils deficient in,for example, an understanding of the sentence concept are receiving instruction in that phase of the work, other pupils who did not have that deficiency might be preparing a composition to be read to the class about the latest ball game, picnic or similar experience common to the group.

1/ Harl R. Douglass, The High School Curriculum, pp. 428-434.

To carry out this English program, a total of ten periods a week out of a thirty period total would be required with two separated periods each day.

Mathematics.-- Here the work will be of a dual nature designed to both develop the students' skill in the fundamental operations of addition, subtraction, multiplication and division of whole numbers, fractions and decimal numbers, and to bring the use of mathematics into their lives through problems actually attuned to their everyday life in the school and at home. Again because of varying individual abilities and backgrounds there will have to be provisions for laboratory work so that while one group is receiving work on some basic skill, other pupils can be working on their intramural batting averages, allowance budgets, or even the collecting of data from some scientific experiment which data would then be used in simple computations.[1/]

Science.-- The sixth grade work in this field will be concerned with those phenomena of everyday life in which the students have the greatest interest and opportunity for observation and varied activities. Typical examples of such topics would include simplified units on local flora and fauna, health, and perhaps even such apparently advanced units as the density of substances where the students could carry through the very simple experiments and calculations themselves on samples of materials they themselves collected. Of course, in units like the last

1/ The Harvard Committee, General Education in a Free Society, pp. 162.

named, care would have to be taken to insure that the studies and experiments were tied in with the pupils' understandings of the world they live in and did not become mere unreasoning learning of an experimental routine.[1]

Social Studies.-- The first subject in the social studies curriculum in the sixth grade would be a study of the problems of social living in the school society. Inasmuch as all the pupils would be entering together on a new phase of social living with their entrance at Bolles, their interest in the problems of life in the society set up in the school would be very great. From here the course would go to a study of the problems of family living from the point of view of a sixth grade boy in his parents' family. Following this would come a bit of history and geography with consideration of school and family living in different ages and places both in this country and in foreign lands. The final unit of the year would concern itself with an overview of the American democratic society today with comparisons with the school society and the family society.[2]

Fine Arts.-- This offering on the sixth grade level would consist actually of two courses one in art and one in music with the division of time between them left to the teacher. The art course would have as its goal the development of the greatest amount of creative expression on the part of the student with the minimum amount of sheer technical training.

1/ Victor H. Noll, The Teaching of Science in Elementary and Secondary Schools, pp. 99-115.

2/ Harl R. Douglass, op. cit., pp. 45.

To this end the course would start with finger painting and would include clay modeling, whittling and simple crafts which allow for creative expression rather than mere copying of designs. Interwoven with this work would be the beginnings of art appreciation through recognizing color harmony, good composition and the like.[1] The sixth grade work in music would be on an appreciation basis with the study proceeding from well known music of a semi-classical or even popular type through to classics selected for children's listening. The success of this offering will depend to a large extent on the ability of the teacher to make the music a meaningful part of the lives of the students.[2]

The Seventh Grade

Introduction.-- Turning now to the seventh grade, the paper will follow the strands started in the sixth grade and would add a new one, namely, foreign language.

English.-- With the advent of the seventh grade, the English program would drop off instruction in spelling and penmanship except as remedial work and would place its emphasis on the two strands which it will follow throughout the secondary program, namely, oral and written expression and literature appreciation. The oral work should progress from the simple conversational level of the sixth grade to the anecdotal level, although at this stage the procedures would be kept very informal and the

1/ Leon Loyal Winslow, Art in Elementary Education, pp. 28-32.

2/ Hazel B. Nohavec, Music Education Curriculum Committee Reports, pp. 1-2.

anecdotes would be told by the pupil seated at his desk, or towards the end of the year, standing at his desk. The written work would continue to be largely narration of personal experiences although this would proceed into reports of plays and movies the pupils had seen and thus into reports of stories they had read. In the field of literature individualized reading of short stories would advance into reading of poems which the individual students enjoyed and of books adapted to their mental level, along with the short stories.

Mathematics.-- On the formal side of the mathematical training, the new concept of percentage would be introduced at this grade level. However, the main work of the grade would be in applying the pupils' knowledge of arithmetic to real life situations. Beginning elements of business arithmetic would be taught at this grade level and used as a vehicle for practice in the more formalized techniques.[1/]

Science.-- The seventh grade science work would emphasize health education with work in the other branches of science brought in naturally as the particular topics studied tied in with elementary units in chemistry, physics, or botany or paralleled units in biology.

Social Studies.-- The seventh grade curriculum in social studies would build directly on the sixth grade work and would start with the final unit of the sixth grade course, namely, the overview of American democratic society today.

1/ National Committee on Mathematical Requirements, The Reorganization of Mathematics in Secondary Education(Part I), pp. 29-30.

This unit would be reviewed, and then expanded to include a study of the historical background of various phases of our society, comparisons with social structures of other lands, and finally the work would head over into an elementary civics course starting with the local city government, then the state government, the federal government, and finally the United Nations. Of course this work would have to be on a very generalized basis with opportunities for a great deal of laboratory type activity.[1/]

Fine Arts.-- The fine arts offering would continue to follow the dual strands of art and music started in the sixth grade. However, in art, in addition to the work in creative expression in various media, the beginning of art appreciation would be introduced. Once criteria for good art had been established through criticism of student efforts, students would select from a class room library of prints of all types of first rank art, paintings which appealed to them and would tell the class what they liked about the pictures. In the creative field, work in water colors and charcoal would be introduced for those capable of using these media, and in addition the sixth grade projects would be continued.[2/] On the music side, the work in appreciation would continue with the students starting on training in identifying the various

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1/ Harl R. Douglass, loc. cit.

2/ Leon Loyal Winslow, The Integrated School Art Program, pp. 162-168.

instruments and types of composition. Instruction in group singing and in whistling would also be given this year. The emphasis would be in making the activities interesting to the students and training them in musical self expression through the natural media for them to use. The songs selected for group singing would be those the boys enjoyed the most and would be selected from virtually any pieces the boys wanted.

Foreign Language.-- The majority of the students at Bolles are residents of Florida and in virtually all walks of life in Florida today there is a great demand for persons with a knowledge of Spanish as a result of the ever increasing trade, social, and cultural relations with Latin and South America and of the many Spanish speaking immigrants in Florida. Accordingly, under this proposed curriculum, Bolles would offer a six year course in Spanish designed to equip the student with a speaking knowledge of the language. The first two years of this course, which would be given in the seventh and eighth grade, would be constants as would be all the courses in those grades. In the remaining years the course would be a variable. The course would be so designed that a pupil might leave at any year after the eighth and still have reached a worthwhile goal. The seventh and eighth grade courses would have as their combined goal the development of sufficient conversational ability on the part of the students to enable them to travel in a Spanish speaking country and carry on elementary business transactions attendant to such travel. Such knowledge

would be designed to enable the individual to exchange greetings, ask directions, order meals, make purchases, etc. The goal of these years would include also the development of the ability to read the most commonly used phrases which a person traveling in or doing business with a Spanish speaking country would be likely to encounter. The conduct of the course at this level would be almost entirely conversational with Spanish being used exclusively in the classroom as soon as possible and full use being made of audio-visual aids such as recording equipment, sound movies, and sound film strips.

The Eighth Grade

Introduction.-- The eighth grade would be the last year of the basic curriculum at Bolles and would also be a preparatory year for the years to come. Its goals would then be dual and would include making sure that the students had command of the skills, problem solving ability, attitudes, appreciations, and ideals that they should have gained from their previous training, and at the same time bridging the gap between the training of those years and that to come. The courses of the curriculum would be as follows.

English.-- The eighth English course would continue building on the previous work adding increments in all phases of learning in composition, literature, and communication. Inasmuch as the English program will be an integrated structure extending from the sixth through the twelfth grades, no special

transitional work will be called for on the eighth grade level in English. Short written compositions would become a daily feature of the eighth grade work and would be based on the real life happenings in the lives of the students and the imaginary happenings in the literature the students would be reading. Grammatical, spelling, and penmanship training would be present on an individualized remedial basis only. Oral communication training would include everyday conversation, telling of anecdotes, specialized social conversation such as making introductions, telephone conversation, etc., and the telling of simple stories. The literature phase of the work would continue to be quite individualized although in this year each individual's reading activities would be broadened to include not only those types of literature he liked naturally, but also some representative reading from fields that he, in all probability, would like if he was acquainted with them.

Mathematics.-- The eighth grade course will have as its goals the making sure of the fundamental arithmetic skills, the further development of problem solving ability, and an introduction to algebraic concepts. The studies will be thoroughly integrated and the fundamental skill work will be a part of the problem solving which, in addition to more advanced problems of the types taken up in earlier years, will include discount, simple insurance, and mensuration problems as well as simple real life algebraic problems through which the fundamental

algebraic concepts will be established.[1/] In connection with the mensuration work, elements of simple map making will be taken up and the students will actually map parts of the campus from their own field notes.

Science.-- The goal of this course will be to acquaint the students with the role of science in their everyday lives and to provide a broad overview of the specialized subject fields of biology, chemistry, and physics. Thus this course will act as an exploratory course for those subjects. Thorough use of sound motion pictures, lecture table demonstrations, laboratory experiments, field trips, and individualized assignments would be made.[2/]

Social Studies.-- The social studies phase of the eighth grade work would consist of a vocational guidance or "occupations" course which in the middle of the second semester would give way to an educational planning course designed to aid the students in setting up an educational program consistent with their interests and abilities. The "occupations" phase of the course would include a broad survey of the various fields of vocational endeavor, consideration of the factors involved in making a vocational choice, and study, through the workshop method, of individual occupations. The educational planning phase of the program would deal with the courses of

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1/ The Progressive Education Association, Mathematics in General Education, pp. 168-185.

2/ Harl R. Douglass, op. cit., p. 467.

study available to the student in the ninth through the twelfth grades and would have as its goals the development of a broad general plan of study for the following four years on a tentative basis and a specific plan of study for the ninth grade. The final details of the ninth grade plan would be worked out by the student with the guidance department but based on the knowledge and understandings obtained through this course.

Fine Arts.-- The goals of the eighth grade fine arts program will be somewhat terminal in nature for while many of the students will go on with art or music in high school, for many others the eighth grade course will be a terminal one. Its goals will be to bring about in each student an appreciation of good art and music and their place in today's world; a realization of the pleasures of self expression in the fields of art and music; and, in all possible cases, the ability to carry a tune and sing or whistle it well enough for personal satisfaction. The methods of achieving these goals will be a continuation of the sixth and seventh grade work in these fields with introduction of different art and music types including those which the students might not otherwise select. There would be a free discussion of their merits, guided, however, by the instructor. The creative art work would continue with each student using the medium which he found best suited to his interests and abilities in previous years. The singing and whistling would emphasize the fun to be got out of singing

and whistling individually or in groups, and special remedial work would be given to those students needing it.[1]

Foreign Language.-- The eighth grade Spanish course will be a direct continuation of the seventh grade course for in actuality they would not be separate courses but one course extending over two years towards the goals that have already been mentioned in connection with the seventh grade phase of the program.

The High School Program

And now come to the high school program which would be a constants and variables program as shown on the chart on the following page. In discussing this program, rather than taking it by grades, it will be discussed by subject areas since the same subject is often available as an elective in more than one grade. In examining this course of studies, it will be well to keep in mind that the actual electives at any grade level would include not only those listed for that grade level but also all those listed for the previous grades.

1/ The Harvard Committee, op. cit., pp. 127-132.

PROPOSED COURSE OF STUDIES FOR THE NINTH

THROUGH THE TWELFTH GRADES OF THE BOLLES SCHOOL

GRADE	9	10	11	12
Constants	English I	English II	English III	English IV
	Mathematics I	Mathematics II	Social Studies II	
	Social Studies I			
Variables	Biology	Chemistry	Physics	General Science
(Any variable may be taken in the year it is listed or in any later year, subject to the approval of the student's counselor.)	Spanish I	Advanced Algebra	Solid Geometry (one semester)	Advanced Science
	French I	Spanish II	Trigonometry (one semester)	Advanced Mathematics
	Latin I	French II	Spanish III	Spanish IV
	Art Appreciation	Latin II	French III	Problems of Democracy
	Creative Art	World History	Latin III	
	Music Appreciation	Technical Drawing	Bible History	
	Typing	Business Training		

FIGURE 20

English

Introduction.-- The English courses, which are constants throughout the entire program, would be vertically integrated to a high degree and would actually provide a virtually continuous course reaching from the sixth through the twelfth grades. The course would be based, as has already been indicated, on the development of ability in oral and written expression, in reading, and in the appreciation of literature.

The Ninth Grade Program.-- The ninth grade program in written expression would include daily writing of themes in connection with the class work in literature and with the experiences of the students including not only those experiences which had taken place recently but also those which had to be brought back from memory.[1/] The oral work would now include in addition to still further training in social speaking, the presentation of short talks describing sports events, motion pictures, plays, radio programs and portions of books. In the field of literature, the nature of the program would remain much the same as in the lower years except that the books accepted for reading by each pupil would represent a definite advance over those read by him in previous years. In addition each pupil would be required to read at least one play, one romantic novel, one sea story, one animal story, and five poems during the course of the year's reading.

1/ The Harvard Committee, op. cit., p. 112.

The Tenth Grade Program.-- In the tenth grade, the written composition phase of the program, in addition to carrying on and perfecting the previous types of writing, would commence work in the field of creative writing. The work would start with the students being given unfinished stories to complete and would proceed until they were writing simple little imaginative stories of any type they desired. These same stories would serve as the basis for oral talks and, in addition, the oral work would this year take up the presentation of events taking place in the world as gleaned from newspapers and magazines. In the field of literature, the tenth grade would be marked by the class study of at least one and preferably two worthwhile books and their authors. This study would not, however, involve picking the books to pieces but only enjoying and discussing them together.

The Eleventh Grade Program.-- The eleventh grade would introduce an analysis of good writing in terms of such things as good organization and grammatical usage. More emphasis would be given to grammar than in previous years, but it would be emphasis on the use of grammar as a tool only. In addition to the previous types of writing, work in description and exposition would be taken up, and the work in creative writing would be advanced to include not only stories but simple essays based on current events. The oral training would begin to take up speaking technique for speaking to large groups, and would include presentation not only of the types

of materials given in earlier years, but also talks designed to "sell" the speaker's point of view to the audience. In literature the eleventh grade would introduce the study of the history of literature, but with the work arranged in a psychological not logical order and designed to supplement the pupils' existing interest in literature. The reading program would continue as in former years with, however, the pupils being required to evaluate what they read to a considerably greater extent than formerly. Again this year two books would be studied in class on an informal basis.

The Twelfth Grade Program.-- The twelfth grade program would include in written work simple essays, imaginative stories, precis writing, report writing, and the preparation of papers requiring a limited amount of research. On the oral level advanced work in social speech would be given along with work in the use of speech in salesmanship, argumentation, presentation of reports, and entertainment. Radio techniques would also be touched on at this time. In the field of literature the twelfth grade would be devoted to contemporary works. Individual and class reading would be from these works and a general study would be made in the field of contemporary literature and its portrayal of, and place in, American society today.1/

1/ Harl R. Douglass, loc. cit.

Mathematics

Introduction.-- The mathematics curriculum consists of constants and variables with the two constants providing the minimum amount of mathematics needed for college preparation and for life in today's scientific world. The variable courses are designed for those students planning to do further work in mathematics in college or who simply are interested in mathematics. The nature of the courses would be:

Mathematics I.-- Elementary algebra including topics organized on a psychological basis as follows: Use of the formula; use of the linear equation; graphs and graphical representation; use of simultaneous equations; use of quadratic equations; and numerical trigonometry. Introduced functionally as they are needed would be the fundamental operations, positive and negative numbers, factoring, square root, ratio and proportion, exponents, and radicals.[1/]

Mathematics II.-- The study of plane figures, their use in the world of today, and their measurement and properties. The algebra of the preceding year would be used as a tool throughout the course. In studying the properties of plane figures, these properties would be developed through use of logical proof and the students would learn how to use logical proof as a tool of exploration and research in the building of

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1/ The Department of Mathematics of the University High School, Mathematics Instruction in the University High School, pp. 46-47.

knowledge in all phases of life.[1]

Advanced Algebra.-- This course which provides a second year of training in algebra, would be elected by all students intending to take any college mathematics at all. The course would include an application of the principles and concepts of elementary algebra to more advanced problems and would also take up the use of the slide rule, use of irrational equations, imaginary and complex numbers, variation, series, progressions, and binominal theorem, logarithms, determinants, permutations, combinations, and probability.

Solid Geometry.-- This one semester course would be taken by all students planning to go into engineering or into one of the service academies. The course would take up the properties and measurement of solid figures and their use in the world. The relationships between the various solids would be stressed and the concept of limits and infinity would be studied. The work in elementary and advanced algebra would be used as the tools of the course.[2]

Trigonometry.-- This course would be taken by the same types of pupils as the solid geometry, and in addition by pupils planning to enter fields where they would have use for the specific knowledge they would acquire in the course. The material of the course would consist of a study of the

1/ The Harvard Committee, op. cit., pp. 164-165.

2/ National Committee on Mathematical Requirements, op. cit., pp. 53.

trigonometric functions, their relationships and their use in solving practical problems in a large number of fields.

Advanced Mathematics.-- This, the most advanced course which would be offered, would be designed to provide the best possible preparation for students planning to attend first rank engineering schools. It would take up elementary differential and integral calculus, analytic geometry, and theory of equations. The work would not be treated as separate topics but would be integrated into a continuous body of knowledge.[1/]

Science

Introduction.-- The science program with no required sciences in the ninth, tenth, and eleventh grades is based on the fact that general science would be a required eighth grade course. The nature of the individual courses would be as follows.

Biology.-- The goals of this course would proceed from a general discussion of biology and the biological sciences to a study of man, then to a study of the flora and fauna of the surrounding region, from which it would branch out to include a study of plants and animals in general. In connection with the study of man would come a study of personal and public health which in turn would lead into an elementary

1/ The Harvard Committee, op. cit., p. 166.

study of microbiology. Considerable emphasis in the course would be placed on field trips and laboratory work.

Chemistry.-- This course would have the dual goals of giving the students an understanding and appreciation of the role of the chemical sciences in the world of today and to provide them with the basic knowledge of chemical principles, calculations, and laboratory procedures to equip them for successful college work. The course would start with a general overview of chemistry and its meaning in their lives, and would procede first to a study of industrial processes involving chemistry, then to a study of the principles behind a particular process, the nature of the elements involved in the process, the equations representing the combining of these elements, the practical calculations made possible by use of these equations, the laboratory reproduction of parts of the process, and the extension of the principles involved in the process to other fields. Toward the end of the year this knowledge which had been studied in psychological order would be analyzed and organized into the chemical laws and the table of elements, and the study of matter would be carried on to include elementary atomic theory.[1/]

Physics.-- This course would be intended to help the students obtain an understanding and appreciation of the part of the physical sciences in the world about them, an understanding of the functioning of such everyday phenomena as

1/ Victor H. Noll, op. cit., pp. 129-136.

telephones, electric lights, automobiles, airplanes, radios, and television; and an understanding of the basic principles behind this functioning. The conduct of the course would parallel quite closely the goals just stated with a study of the role of the physical sciences in their lives preceding a study of particular machines or phenomena, with their underlying principles. Mathematical calculations would be kept simple throughout the course, and there would be no memorizing of formulae.[1]

General Science.-- This twelfth grade subject would be intended for students who had taken no other science in high school and would be designed to furnish them with an appreciation of the role of science in the world today and an understanding of the more important phases of high school biology, chemistry, and physics from a descriptive point of view.[2]

Advanced Science.-- This course would be designed for those students who were planning to follow engineering or scientific work in college. It would emphasize basic principles and their application to specific problems in biology, chemistry, and physics. Laboratory work would emphasize the development of sound laboratory technique by all students. Liberal use would be made of all the high school mathematics

1/ Victor H. Noll, op. cit., pp. 136-144.

2/ The Harvard Committee, op. cit., pp. 159.

including as much of the advanced mathematics as the students had had at the particular time.

Social Studies

Introduction.-- The social studies program consists of two constants and three variables with the constants being given in the ninth and eleventh grades and a new variable available each year in the tenth, eleventh and twelfth grades. First to be discussed are the constants required of all pupils, and then the variables available for those with special desires.

Social Studies I.-- The title of this required ninth grade course might well have been, "Personal Planning", for the goal of the course would be to aid the students in planning for successful social living in the world today. It would take up first the solution of problems of social living in the school and in the family, then those arising in college life. Next would come a discussion of the problems of finding a job and earning a living after college and the problems attending one's obligations as a citizen of a democracy. The course would then proceed into the problems of selecting a mate, courtship, marriage, and family relationships. Included in this program would come sex education as a natural part of the course. During the latter part of the second semester, the course would shift from a general consideration of the more or less distant future to a specific consideration of educational planning for the tenth, eleventh and twelfth

grades and, in a general way, for college so that each pupil might have a chart, albeit a tentative one, by which to steer for his desired educational and vocational goals.

Social Studies II.-- This course, which would be required of all eleventh grade students, would, in accordance with existing accreditation regulations, be primarily an American history course, However, the principal emphasis would not be on details of the domestic history, but on the development of the American principles of government and society and the place of the United States in relation to the rest of the world. The course would aim at the development of understandings and appreciations of the historical role of the United States and its institutions rather than the acquisition of factual knowledge.[1/]

World History.-- This elective course would deal with the tracing of the currents of the development of modern man's pattern of civilization, ideals, traditions and aspirations from prehistoric times until today. Obviously, with a scope as broad as this, the material could only be sketched in in a one year course. However, the course would be sufficiently individualized under the laboratory system to permit each student to pursue phases of history of particular interest to him.[2/]

Bible History.-- This elective course would be offered

1/ The Harvard Committee, op. cit., p. 141.

2/ Harl R. Douglass, op. cit., p. 445.

to meet the demands of many of today's secondary school students for knowledge of the historical backgrounds of their religion. While of necessity it would be somewhat logically organized, the underlying emphasis would be the tracing of the development of Christian ethics and ideals through their old testament vicissitudes, to their new testament clarification, and finally to their spreading and interpretation by the apostles and early saints.

Problems of Democracy.-- This twelfth grade elective would deal with not only the problems of national democracy but also the problems of international democracy. It would probe into the great national and international issues of the day, study their antecedents, analyze their nature and contributing factors, and explore possible solutions and their effects on the world of tomorrow. Great emphasis in this course would be laid on the laboratory method with committees and individuals appointed to present material to the class and with employment of panel type discussions of the issues being studied.[1]

Foreign Languages

Goals.-- While, judging from the course of studies, there would be apparently three approximately parallel courses of study being offered in Spanish, French, and Latin; in

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1/ The Harvard Committee, op. cit., p. 143.

actuality, they would not be the same. Inasmuch as the only one of the three languages in which the pupils may normally have need for conversational ability is Spanish, the goals for the French and Latin courses would be the development of reading and not conversational ability.[1] Even in Spanish those students who had not had the preliminary seventh and eighth grade work in conversation would be put in special sections. They would take a course aimed at reading skill and it would extend over only three years, the Spanish IV being reserved for the final year's work of the conversational Spanish students.

General Procedures.-- The French, Latin and reading Spanish courses would be so designed that a student could take them for either two or three years and in each case have reached certain definite goals in terms of reading skill. The conversational Spanish course would be fundamentally designed to be a six year course and in addition a two month Latin American tour under the school's Spanish instructors would be available each summer and, while it would in no way be necessary for the successful completion of the course, it would be recommended that all students who could possibly do so take it in the summer between the eleventh and twelfth grades, or, if it fitted into family schedules better, either between the tenth and eleventh grades or following the twelfth

1/ The Harvard Committee, op. cit., pp. 119-126.

grade . As was mentioned earlier, this course would reach certain definite goals at the end of the eighth grade so that a student might drop it at that time and still have achieved useful skills in conversational Spanish. A similar breaking point would come at the end of the tenth grade with the mastery of basic conversation. Thus the course could be taken for two, four, six, or the equivalent of seven years (counting the two months in Latin America, during which no English would be spoken, as the equivalent of a full year) depending on the needs and desires of the individual students.

Fine Arts

Introduction.-- The fine arts offering would consist of three one year elective courses available at any grade level that the individual student desired them.

Art Appreciation.-- This course would resemble more of an extracurricular activity group than a traditional subject matter class for the material covered and even the conduct of the class would often seem to be as much in the hands of the students as the teacher. The progress of the course would be from a presentation by the students of art that they liked, to a study of the story behind the particular work of art, its artist, its place in the world of art and its strengths and its weaknesses. From a choice of the whole field of art, the students would proceed in the above manner to a study of the art they enjoyed in each of the various types of works.

In order to bring in great works which might otherwise be missed, the teacher would present his favorite works from time to time together with their backgrounds.

As exhaustive a library as possible of prints of famous paintings would be maintained, and constantly changing art exhibits from this library and from circulating collections would be hung in the school by the art appreciation class. Subscriptions would be taken to representative art magazines and discussions of their contents would play a prominent part in the classroom procedure.[1/]

Art.-- In this course the students would be given a chance to carry further the work they did in creative art in the sixth, seventh, and eighth grades. Instruction would be available in both painting and sculpture with the work proceeding on a basis of individualized instruction with individuals or small groups working at their own pace under the guidance, criticism, and supervision of the instructor.[2/]

Music Appreciation.-- This course would devote a maximum amount of time to hearing and enjoying good music and a minimum amount of time to studying about it. However, some study, based on the work of earlier years, would be given in the types of music, the instruments, the composers, and particularly in "what to listen for", in order that the

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1/ Leon Loyal Winslow, The Integrated Art Program, pp. 212-216.

2/ Loc. cit.

students might gain the greatest enjoyment from the music.[1]

Practical Arts

Introduction.-- Grouped under this classification are three courses which, while of a seemingly vocational nature, would be given here as college preparatory courses. The nature of the courses would be as follows:

Typing.-- This course would be offered as a tool or skill course to provide the student with a tool which would be of great help to him in college and in his personal life. Rather than emphasizing the typing of the usual business letters and forms of a vocational typing course, this course would be functionalized by having the student's practice consist largely of typing his school work, once he had mastered the fundamentals. Inasmuch as most individuals own portable typewriters for their personal use, the typing room would be equipped with portable type machines.[2]

Technical Drawing.-- This course would be fundamentally designed for students planning to follow engineering courses in college and would be set up as both a tool or skill course and an exploratory course. Once the goal of reasonable technical competence in the use of the instruments and mastery of the fundamentals of lettering and orthographic and isometric projection had been realized, each student would proceed with topics of his own selection representative of the various phases of the engineering professions. Along with the actual

1/ Music Educators National Conference, op. cit., p. 5.

2/ Harl R Douglass, op. cit., pp. 536.

drawing, considerable attention would be paid to the role of technical drawing in the world about them and its place in engineering training and practice and in other vocational fields.

Business Training.-- The goal of this course would be to give the students an understanding and appreciation of the nature of business, its place in today's world, and a knowledge of such business techniques as an individual would need to conduct his own personal affairs. Included in this last in addition to such topics as insurance, banking, personal bookkeeping, etc., would come considerable emphasis on consumer education. This training would include topics on the evaluation of articles, services, sales information and advertising.[1]

Conclusion

With the discussion of the practical arts program, has come the completion of the unfolding of the curriculum phase of the academic program which the author has designed for the Bolles School with the goal of preparing its students for college and life.

1/ Harl R. Douglass, op. cit., pp. 530-538.

CHAPTER IV

A GUIDANCE PROGRAM FOR THE BOLLES SCHOOL

The Pre-Enrollment Program

General Description.-- Guidance in the Bolles School can logically be said to begin with helping the prospective pupil to make his decision as to whether or not to enroll in the particular school. The guidance process should include imparting information about the school and the opportunities there and gleaning information about the prospective pupil and his needs, to the end that the pupil and his parents may be given the most comprehensive advice possible concerning the adaptability of the school to the particular pupil's needs.

Advertisements.-- The first information imparted concerning a private school will generally come in its advertisements which would simply give such information concerning the school as will prevent further consideration of it by those whose needs it is not equipped to meet, and in addition will provide the address of the school for those desiring further information. (From the salesman's point of view the advertisement should probably contain far more than this but one is interested here in sound guidance only.)

The Catalogue.-- Chronologically the next information provided should come through the school catalogue which

should be sent in answer to inquiries concerning the opportunities available at the school. The catalogue should present a comprehensive picture of the whole school and should cover at least the following topics:

1. Description of the physical plant of the school. This description should include both words and photographs.
2. Requirements for admission.
3. Courses of study offered with description of individual subjects.
4. Description of extra-curricular activities.
5. Daily and yearly schedules.
6. Financial details.
7. List of the faculty.
8. General information including the more important rules and regulations, medical care, what to bring from home, etc.
9. Catalogue of students.

Direct Communication with Parents.-- While the catalogue constitutes one of the most important sources of information concerning the school, the director of admissions must provide in his letters to, or talks with prospective parents, specialized information about Bolles' opportunities for the particular individual.[1/]

1/ National Society for the Study of Education, Guidance in Educational Institutions. pp. 183-185.

Sources of Pre-Entrance Information about the Pupil.-- As has already been stated, it will be necessary in this pre-enrollment guidance process to obtain a considerable amount of information about the pupil in order to effectively guide him. This information should be obtained from the following sources:

1. The application blank. This should provide all the factual data about the pupil other than the marks.
2. Previous school grades.
3. Letters from pupil's references.

The Admission Decision.-- On the basis of this information the school should be able to guide effectively the pupil and his parents in making their decision as to whether or not Bolles is adapted to the particular individual's needs. Here, of course, if the school is not equipped to help the prospective pupil, and the parents cannot be convinced of that fact, the school can simply refuse to admit the pupil and thus prevent a maladjustment problem from arising in the school.

The Pre-Entrance Program

General Nature of the Program.-- With the enrollment of the pupil, the school guidance program should begin preparations for orienting the student to the school, determining his proper grade and course placement, and in the case of the student who is entering the ninth grade or beyond, discovering or helping him to form his educational and vocational plans,

so that a suitable program for the student may be worked out.[1] While the pre-enrollment guidance will probably be handled for the most part by the director of admissions, there should be a guidance specialist ready to start to work with each enrollee as soon as he is enrolled. Even in the pre-enrollment guidance program this guidance specialist should be used to some degree. He should definitely have a hand in determining the content of the school catalog and of the application blank; his testing services should be used when necessary to gain information about the pupil to aid in making the enrollment decision; and his counseling services should be available to the parents before enrollment if requested.[2]

Responsibilities of Officials.-- Upon enrollment of a student, it is the director of admissions' responsibility to notify the guidance specialist, or director of guidance as he is normally called, of the enrollment and to make available to him all records, correspondence, etc. concerning the pupil. The director of guidance will utilize this information in immediately starting work on the pupil's cumulative record. This cumulative record is of immeasurable value in the guidance program and the form for it should be very carefully worked out. If the school's application blank has been

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1/ Norman Fenton. "Some General Principles Underlying the Guidance Program", Education, May, 1946.

2/ Arthur Hollingshead, Guidance in Democratic Living. pp. 224-226.

carefully constructed, it together with the reports from previous schools, the medical report, and the letters from parents and references, should give the director of guidance quite a comprehensive picture of the enrollee and his educational and vocational plans. In the case of sixth and seventh grade pupils these plans will probably be very vague but in some cases, in the private school situation, the boy and his parents will know at this time the college the boy is to prepare for. Boys transferring to the school in the tenth, eleventh, and twelfth grades will probably have their educational and vocational plans quite thoroughly worked out, and if so the director of guidance should be able to learn from the application blank the college and the vocation the boy is preparing for.[1/] In the case of boys entering school in the ninth grade and beyond, their program of studies should not be set up for more than the first year at this time, since in the summer before entrance there is generally not sufficient opportunity for contacts with the pupil to make possible a sound basis for educational and vocational planning. In many cases the element of distance precludes summer conferences and the only contact between the guidance director and the boy and his family will be by mail.

Testing and Orientation.-- The pre-entrance guidance

1/ New York State Counselor's Association, Practical Handbook for Counselors. pp. 74-80.

program must also make provision for the mental, physical, and achievement testing of all new pupils. Of even greater importance than this, however, is the task of orienting new pupils to the school. These two phases of the program can be carried out in the most effective fashion if a "new boys' week" is held in the week preceding the regular opening of school. The program of this week should be drawn up by and generally under the control of the director of guidance. The primary aim of the week's program should be to make the new boy at home in his new environment, and the securing of information about him through the testing program should be kept secondary, for it is a rare case where test scores can be of as much help in guiding a pupil down the road to success as a well adjusted start on his secondary school career. Obviously there could be many different programs which would achieve these purposes and the director of guidance should revise his program annually.

"New Boy" Guidance

With the opening of school "new Boys", in so far as guidance is concerned, will quite largely cease to exist, and they will be handled in accordance with the guidance program for the grade they are in. Such boys should be the subject of a special report at the end of the first two weeks by each member of the faculty who has regular contacts with him. This report should include the faculty member's appraisal of the student with regard to his achievement in the faculty member's field, his personality traits, and especially his adjustment to the school. These

reports will be of the most value if they are not in questionnaire form for while the questionnaire may give the most objective data, the purpose of these reports will not be to rate accurately the individual but to spot the strong and weak points in his personal and social adjustment to the school situation so that he may receive the best possible guidance along these lines. After studying these reports the director of guidance should have each of these new boys in for an interview concerning the school and his adjustment to it. In the case of new boys who show symptoms of real maladjustment, the director of guidance should assign the boy to some faculty member who is well trained in guidance for continued counseling, and the director should require brief monthly reports from each faculty member who has regular contacts with the boy. These reports, after study by the director, would be turned over to the boy's counselor for use as an aid in counseling the boy. The director of guidance should also, of course, receive regular reports from the counselor concerning the boy's progress. After the Christmas vacation the director of guidance should, in the average sized private school, take over the counseling of those initially maladjusted boys who still need special help, for if their problems have not cleared up

by then they are serious enough to require handling by the school's guidance specialist.

Vocational Guidance

Philosophy and Goals.-- Turning now to a consideration of the school's regular guidance program, first discussed will be vocational guidance, for a student's educational plans are dependent on his vocational plans rather than vice versa. The fundamental vocational guidance program will concern itself with discovering the student's vocational interests and abilities and informing him of vocational opportunities in order to guide him in reaching his own tentative vocational decision.[1/]

The Eighth Grade Program.-- Vocational guidance should be commenced in the eighth grade with a broad comprehensive vocational guidance or "occupations" course. This course should include a broad survey of the various fields of vocational endeavor, consideration of the factors that are involved in making a vocational choice, and study, through the workshop method, of individual occupations.[2/] The study of each occupation should bring out particularly the following things: the type of ability and the education required to enter the occupation, the type of work one would do in the

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1/ Cohen, David I., Principles and Practices of Vocational Guidance. page 46.

2/ Koos, Leonard V. and Kefauver, Grayson N., Guidance in Secondary Schools. pp. 92-95.

occupation, the money one would probably make in the occupation, and the opportunities one would have to be of service to one's fellow man through this occupation. In the study of these individual occupations, as in other phases of vocational guidance, the college preparatory private school, such as Bolles, has no need to include in its program study of occupations which do not require college preparation, for it is practically axiomatic that the parents of a private school pupil condemn wholeheartedly any vocational and educational plan which does not include college training. The wisest course in the case of boys who, after admission, are found to possess too little ability to benefit by college training, is to inform the parents of this and request that the boy transfer to some school offering a program adapted to his needs.

While the pupils should be encouraged to supplement their class room work through outside reading in the fields in which they are interested, it is generally unwise to attempt vocational trips or lectures by men engaged in the various occupations since the pupils at that age actually can not assimilate sufficient information from such activities to justify the expenditure of time and effort by the cooperating firms or lecturers. One important phase of this eighth grade vocational guidance program should be a vocational aptitude and interest testing program in which each student would take a general vocational aptitude and a general

vocational interest test with further tests given in cases where the need for confirming data seemed indicated.[1] This course in vocational guidance should be combined with an educational planning course with the whole course lasting a full year of which approximately the first semester and a half would be taken by the vocational guidance course.

Ninth Grade Program.-- During the ninth grade a brief review of vocations and vocational planning should be presented as part of a second semester course in educational planning. During the tenth and eleventh grades no specific vocational courses would be presented, but the guidance director, through conferences with the students and through study of their scholastic, physical, and extra-curricular achievements, would keep in close touch with their progress towards their vocational goals. Whenever revisions in vocational goals seem desirable the counselor would be ready to aid in such revisions and would give additional vocational aptitude and interest tests whenever necessary.[2]

Twelfth Grade Program.-- In the twelfth grade, one comes to a year of real vocational decision and a well planned, practical vocational guidance program is imperative. Here, rather than an occupations course, a more individualized program is

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1/ Nevins, Thomas F. "A Program of Guidance for Junior High Schools", High Points, February, 1944.

2/ New York State Counselors' Association, op. cit., page 89.

advisable under which each student investigates intensively the field of his major interest and prepares a report on it based on library research, conferences with persons in the particular field, plant visits where appropriate, and attendance at lectures on the occupation by persons engaged in it.[1/] All this work should be done under the close supervision of the director of guidance, who would arrange with each student his program of study, arrange for conferences and lectures, conduct plant visits, give coordinating talks on the problem of making a vocational choice, and correct and grade the students' reports.

Each student should be allotted two periods per week for this work, one of which would be at the same time for all twelfth grade students and would be devoted to lectures on occupations given by the persons engaged in them, and, on occasion, to talks by the director of guidance. The other period, which would be fitted into each student's schedule wherever it was most convenient, would be used for individual research and study and conferences with the guidance director. At various times throughout the year plant visits and individual interviews would take the student away from the school in the afternoon. Throughout all of this twelfth year provision must be made for the revision of vocational plans

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1/ Clarke, Harry Newton, Life Planning and Building. Chapter 6.

under guidance if such revision appears advisable on either the basis of the student's abilities or his interests. However, skillful counseling before the twelfth grade will hold the number of such revisions to a minimum.

Educational Guidance

Introduction.-- As a natural growth from the student's vocational plan comes his educational plan and in the guidance required for the making of this plan comes another major part of the program. In the sixth, seventh, and eighth grades of the school there would be no such electives and consequently no need for prior educational planning.

Eighth Grade Program.-- The ninth year, however, should definitely be an exploratory year and consequently a great deal of planning for it should come in the eighth grade. Of course, in a solely college preparatory school, the term "exploratory year" is a great deal narrower in scope than it is in a general secondary school, but yet the year would be exploratory in the sense that it would give the student a chance to explore each of the major fields in which he could elect subjects in the later years. The combined vocational-educational guidance course in the eighth grade has already been mentioned, and the last three months of this course would be devoted to a study of the opportunities available in the ninth grade courses of study. The culmination of this part of the course would be an individual conference near the close

of school with the director of guidance at which the student would actually select his program for the next year. A copy of this program would be sent to the parents for approval but even after their approval it would still be subject to revision at any time.1/

Ninth Grade Program.-- In the second semester of the ninth grade should come a very important educational guidance course, for at the end of the ninth grade all students should select their complete program of studies for grades ten, eleven, and twelve and they should also have selected the college they desire to attend, so that their program of studies will enable them to meet its entrance requirements. This ninth grade educational guidance course will have to take up a study of the programs and electives available at the school itself, a general study of colleges and their entrance requirements, and a discussion of the methods to be used and the factors to be considered in the making of an educational plan. This course will have to be handled on a considerably more individualized basis than the eighth grade course and the teacher of the course will have to hold frequent individual conferences with each pupil to guide him through his problems in evolving an educational plan. During this period the director of guidance should have at least two conferences

1/ New York State Counselors Association. op. cit., pp 74-80.

with each boy, at the second of which each boy should submit his educational plan for approval after first getting it approved by the teacher of the guidance course. This educational plan would then be sent to the boy's parents for approval after which it would become a part of the boy's permanent record but would, of course, still be subject to revision under guidance at any time.

Tenth, Eleventh, and Twelfth Grades.-- After the ninth grade, educational guidance should be put almost completely on an individual conference basis with the only exception being the use of representatives of the colleges to speak to students interested in the particular college. At the end of each semester in the tenth, eleventh, and twelfth grades the student's educational plan should be studied by the director of guidance in the light of the student's scholastic achievement as evidenced by semester grades and reports. Where necessary because of low marks or other reasons, the student should be called in for a conference and his parents consulted concerning the desirability of changing the plan in order that the boy might find courses he was better fitted for than those he was now taking and those he was planning to take.[1/] During the eleventh grade the student's collegiate decision should be up for review at individual conferences

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1/ Koos, Leonard V. and Refauver, Grayson N., op. cit., pp 450-451.

and he and his parents should be strongly urged to send in a preliminary application to the college of their choice if they have not already done so. During the twelfth grade the emphasis again should be on collegiate planning and the director of guidance should leave no stone unturned to get each student accepted by the college of his choice, for from the point of view of the boy and his parents all the educational planning and guidance that has gone before will often be judged a failure if it does not result in the boy's acceptance by the college he has chosen.

Social Guidance

Student Needs.-- Important as are the educational and vocational phases of the guidance program, perhaps in a boarding school the most indispensable type of guidance is that dealing with the personal and social phases of living, for at a boarding school the students are largely cut off from their normal source of such guidance, namely their parents.

Mechanical Aspects.-- Guidance in the development of the more mechanical aspects of social living such as etiquette will be achieved through a carefully planned sequence of weekly classes in social customs and combined with a school manual of social customs and the constant guidance and supervision of each student's manners by each member of the faculty. The weekly classes would be held on Friday evenings and social affairs such as parties, dances, receptions, etc. would be

frequently substituted for the classes so as to give the students a chance to actually put into practice the things they had learned. During the sixth, seventh, and eighth grades the program would concern itself with basic training in manners at the table, in the home, on the street, and under similar conditions. In the ninth and tenth grades more involved social relationships would be taken up such as the making of introductions, the duties of an escort, and the conduct at dances and parties. In the eleventh and twelfth grades instruction would be given in such matters as conduct at dinner parties, receptions, teas, and formal dances. Throughout all the years repeated emphasis would be placed on the responsibilities of family membership. As an integral part of this program would be the work of the guidance director as a counselor in working with those individuals whose social adjustment was not satisfactory.

Role of the Chaplain.-- An extremely important part of this guidance program would be in the hands of the school chaplain. In addition to conducting Sunday morning and mid-week Chapel services and directing the Sunday School, he should establish a close personal relationship with each student and act as a guidance counselor in matters of moral and character growth.

Extra Curricular Activities.-- Adequate personal and social adjustment require worthy use of leisure time and to this end an extra-curricular program of activities should be

carefully planned with a sufficient diversity of types of activities so that each student might find one that was suited to his interests.[1/] A period of an hour should be set aside for these activities every day in the afternoon and the activities should be managed and conducted on a democratic basis by the students themselves but with each activity under the close personal supervision of some member of the faculty.

Physical Education.-- During another part of the afternoon should come the physical education and athletic program. At entrance those students needing corrective work would be put in a special group under a specialist in the field. This corrective work should be correlated with a program of physical testing under the supervision of the school physician who would determine when a boy was ready to "graduate" from the corrective group. Physical development tests should be given to each boy four times a year and a complete physical examination of each boy should be made annually by the school physician. In connection with the physical education program a personal hygiene program should be carried on with one forty-five minute period per week devoted to practical training in this subject for all students.

Provisions for the Maladjusted Student

In considering all the various aspects of the guidance program we have been looking at it primarily as it affects the normal student and that is where the emphasis should be.

1/ Hollingshead, Arthur D., op. cit., pp. 192-210.

However, provision must be made for the maladjusted boy who may have developed either anti-social or unsocial traits and/or who may be failing scholastically. These cases should be handled on an individualized basis of personal counseling by the director of guidance who would require frequent reports on the boy's achievement and adjustment from every member of the faculty having regular contact with the boy.[1/]

Follow Up

It must not be supposed that the guidance program can wash its hands of a boy when he graduates, for its responsibilities for guiding him to a successful and satisfying use of his capabilities do not stop until he has actually achieved some measure of success in the vocation of his choice. Close liaison should be maintained with the college each boy attends and records of his progress should be kept on a semester basis until he graduates. The director of guidance should maintain contact with the boy during the boy's college years by means of annual letters and, if possible, conferences. Wherever necessary, of course, additional counseling should be given. Annual contact should be continued after the young man graduates from college until he has completed at least two years of successful work in the vocation of his choice.[2/]

1/ Hollingshead, Arthur D., op. cit., Chapter 10.

2/ New York State Counselors' Association, op. cit., 107-112.

Then, and only then, the guidance director can finally consider that he has discharged his responsibility to the boy.

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